DOCUMENT RESUME

ED 092 651 95 UD 014 328

TITLE	Project CLUE: Cooperative Leadership for Urban Education. End of Project Report.
INSTITUTION	Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Tennessee State Dept. of Education, Nashville.
PUB DATE	Jul 73
NOTE	238p.
EDRS PRICE	MF-$0.75 HC-$11.40 PLUS POSTAGE
DESCRIPTORS	Community Resources; Curriculum Development; Elementary School Students; Interagency Cooperation; Program Evaluation; *School Community Cooperation; School Community Relationship; Secondary School Students; *Social Studies; *Urban Education; *Urban Studies; Urban Youth
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; *Tennessee

ABSTRACT

Project Cooperative Leadership for Urban Education (CLUE), launched in December 1969, funded under Title III of the Elementary Secondary Education Act, uses such cooperative strategies as the Jobs-Alike Work Conference, The Design for Materials Sharing, and The Inter-City Program Transplant. The program goals of the Memphis component were to achieve a more effective process of identification of gifted urban students in grades 4-6, and to involve them in learning experiences which result in increased personal development and effective participation in society. The goals of the Nashville component were to achieve the positive involvement of urban students, ages 9-15, in learning strategies which capitalize on the factors comprising the urban environment as a basis for the social studies curriculum. The Chattanooga component's goals were to achieve the positive involvement, through effective interpersonal relationships, of urban students at the secondary level in the decision-making process related to various facets of the school program. The program goal of the Knoxville component was to achieve the positive involvement of urban students at the secondary level in the development and design of an improved curriculum. (Author/JM)

ED 092651

0005
end of Project

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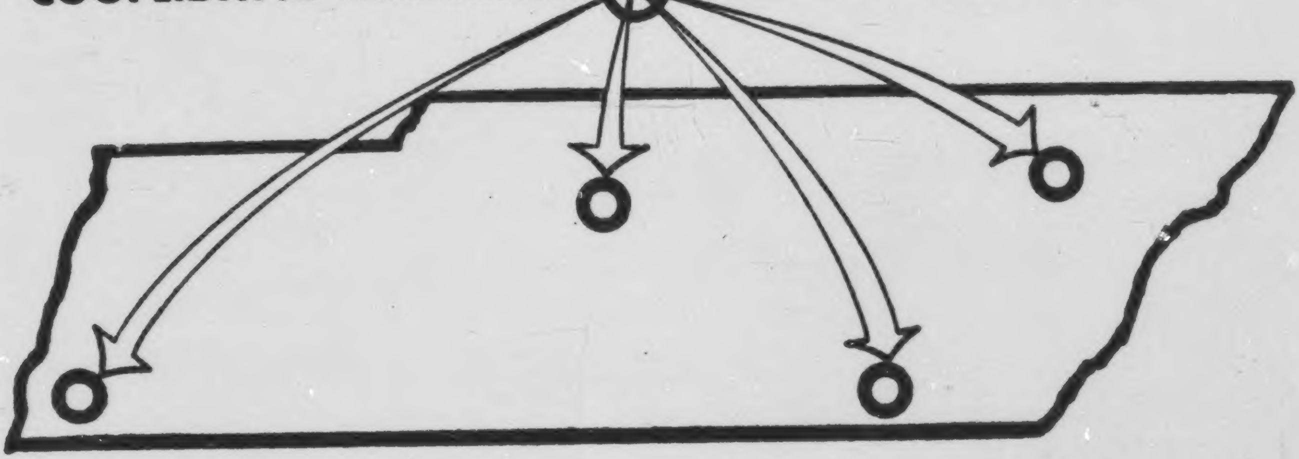
PROJECT CLUE
COOPERATIVE LEADERSHIP FOR URBAN EDUCATION



End of Project Report

submitted under
Title III ESEA

to

Dr. Benjamin Carmichael, Commissioner
Tennessee Department of Education

by

Metropolitan Nashville-Davidson County Public Schools
Dr. Elbert D. Brooks, Director

in cooperation with

Memphis, Mr. John Freeman, Superintendent
Chattanooga, Dr. James Henry, Superintendent
Knoxville, Mr. E. N. Aslinger, Superintendent

July, 1973

UD 014320

FOREWARD

Project Cooperative Leadership for Urban Education was launched in December, 1969 by the school districts of Memphis, Nashville, Chattanooga, and Knoxville. It represents a new concept in Tennessee and is unique in the nation.

With four interrelated urban components each addressing itself to the needs of students in different age groups, the project has achieved its unity through a common goal, namely, the involvement of students in their learning experiences. The unity of CLUE has been effected also by the following cooperative strategies:

1. The Jobs-Alike Work Conference
2. The Design for Materials Sharing
3. The Inter-City Program Transplant

In addition to the project staff of more than two dozen educators, forty administrators ranging in assignment from supervisor to superintendent have been a part of the formal structure of CLUE. Quarterly meetings and work sessions of these persons have been scheduled in the four cities.

The expiration of the project does not mean the end of CLUE. The strategies for cooperation will continue, as will the programs for student involvement in each of these urban school systems.

Sharing of the process models and the printed materials generated by the project staff to other school systems is deemed highly desirable. Ways of bringing this about both state-wide and nationally will be sought by persons interested in the ESEA Title III concept.

Robert G. Neil

Robert G. Neil, Director

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STATISTICAL REPORT

ESEA Title III

SECTION A PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM (Check one)

—— Initial Application for Title III Grant

—— Resubmission

—— Application for Continuation Grant (If application for Continuation is preceded by Planning Grant, give

Grant number ________

Period: From Sept. 1, 1972 to June 30, 1973

X End of Budget Period Report

Project Number 52-70-0005.2.2

2. PROJECT TITLE (5 words or less) Project CLUE

3. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT
An endeavor by the four major cities of Tennessee-Memphis, Nashville, Chattanooga, Knoxville--to develop a model for achieving involvement of urban students in learning strategies which will change student apathy into positive action and channel student activisim into responsible accomplishment.

4. NAME OF APPLICANT (local school system) Metro-Nashville-Davidson County Public Schools

5. ADDRESS 2601 Bransford Avenue (Number, Street) Nashville, Tennessee (City, State)

6. NAME OF COUNTY Davidson 7. CONGRESSIONAL DISTRICT 5

8. NAME OF PROJECT DIRECTOR Robert G. Neil 256-4022 (Phone) 615 (Area)

9. ADDRESS 2601 Bransford Avenue (Number, Street) Nashville (City) 37204 (Zip)

10. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT Dr. Elbert D. Brooks

11. POSITION OR TITLE Director, Metro-Nashville Schools 615-747-5251 (Phone, Area)

12. ADDRESS 2601 Bransford Avenue (Number, Street) Nashville (City) 37204 (Zip)

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and the local school system named below has authorized me, as its representative, to file this application.

13. SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT Elbert D Brooks

14. DATE SUBMITTED July 1, 1973

15. MAINTENANCE OF FISCAL EFFORT · AVERAGE PER PUPIL ADA EXPENDITURE OF NON-FEDERAL FUNDS

a. Second preceding year FY ending June 30, 19 70 $ 553

b. Preceding year FY ending June 30, 19 71 $ 607

c. Estimated current budgeted expenditures FY ending June 30, 19 72 $ 662

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED 8, 5, 3, 2

17. TOTAL NUMBER OF SCHOOL SYSTEMS SERVED 4

SECTION B TITLE III BUDGET SUMMARY FOR PROJECT

1.	PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
a. Initial Application or Resubmission		Dec. 1, 1969 Oct. 8, 1970	Oct. 7, 1970 Oct. 7, 1971	$ 228,554 546,850
b. Application for First Continuation Grant		Oct. 8, 1971	Aug. 31, 1972	521,864
c. Application for Second Continuation Grant		Sept. 1, 1972	Aug. 31, 1973	198,197
d. Total Title III Funds				$ 1,495,465

2. Complete the following items only if this project includes construction, improvement to sites, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.

Type of function

a. Remodeling of facilities $ ______ ($2,000 or less)

b. Construction of Facilities $ ______ (Over $2,000)

c. Leasing of facilities $ ______

d. Improvement to sites $ ______

SECTION C SCHOOL ENROLLMENT, PROJECT PARTICIPANTS AND TEACHERS IN INSERVICE TRAINING

1.		Pre-Kindergarten	Kindergarten	Grades 1 - 6	Grades 7 - 12	Adult (Exclude teachers receiving inservice training)	Teachers receiving inservice training	TOTALS
a. Membership of Schools Participating in Project	(1) Public			22,292	6,925		51	29,268
	(2) Non-Public			1,505				1,505
b. Number of Persons Participating in Project	(1) Public			823	6,555		51	7,429
	(2) Non Public			42				42

2. TOTAL NUMBER OF PARTICIPANTS BY SELECTED MINORITY GROUPS

Negro 2,722

Oriental 0

American Indian 0

Mexican American 0

3 RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR BEING SERVED BY PROJECT GIVE PERCENT OF TOTAL NUMBER SERVED.

Rural: Farm ________ Nonfarm ________

Metropolitan: Central-City Low Socio-Economic 40

Other Central City 60 Other Urban ________

SECTION D PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT				NEW STAFF HIRED FOR PROJECT			
	Number Full-Time	PART-TIME		Total Full Time Equiv. (Col. 2+4)	Number Full-Time	PART-TIME		Total Full Time Equiv. (Col. 6+8)
		Number of Persons	FTE			Number of Persons	FTE	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. ADMINISTRATION/ SUPERVISION	5			5				
2. TEACHER:								
Prekindergarten								
Kindergarten								
Grades 1-6	9		9					
Grades 7-12	5		5					
Other								
3. SPECIALISTS (Other than regular teachers) Artists, Scientists, Musicians, Etc.	2	10	.2	4				
4. TECHNICIANS (Audio-Visual, Computer Specialists)								
5. PUPIL PERSONNEL WORKERS (Counselors, Psychologists, Social Workers, Attendance Workers)								
6. MEDICAL AND PSYCHIATRIC PERSONNEL								
7. RESEARCHERS, EVALUATORS		1	.5	.5				
8. PLANNERS AND DEVELOPERS	3			3				
9. DISSEMINATORS (Writers, Public Relations Personnel, Editors)	1			1				
10. OTHER PROFESSIONAL	4			4				
11. PARA-PROFESSIONAL (Teacher Aides, etc.)								
12. OTHER NON-PROFESSIONAL (Clerks, Bus Drivers, etc.)	5			5				

SECTION E SERVICES OFFERED, PERSONS DIRECTLY SERVED, AND ESTIMATED COST OF SERVICES (PERSONS SERVED AND ESTIMATED COST MAY BI COUNTED MORE THAN ONCE)

MAJOR PROGRAMS OR SERVICES	NUMBER OF PUPILS BY GRADE LEVEL				Number of Nonpublic Pupils	Adult (Exclude Teachers Receiving Training)	Teachers Receiving Inservice Training	Estimated Cost (Amt. may overlap)
	Pre-K	K	1-6	7-12				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Developing, Planning, Evaluating, or Disseminating Activities				4,695			200	131,054
2. Better Utilization of Inservice Education of Instructional Personnel				4,695			200	131,054
3. Program for Institutional Improvement (Organization, Administration, Management)				4,695			200	131,054
4. Educational Centers Serving a Large Area								
5. Improving or Expanding Curriculum								
Art, Music, Drama								
English, Language Arts								
Foreign Languages								
Industrial Arts								
Mathematics								
Natural Sciences								
Social Studies, Social Science								
Occupational Areas								
Other - Specify Student Involvement				4,695			200	131,054
6. Educational Technology Media								
Computers								
TV/Radio								
Other - Specify								
7. Improving Classroom Instruction								
Flexible Scheduling, Individual Instruction				4,695			200	131,054
Other - Specify								
8. Remedial and Special Education								
Handicapped								
Gifted								
Remedial Reading								
Speech and Hearing								
Other - Specify								
9. Pupil Personnel Services								
Guidance								
Social Work								
Health								
Psychological								
Attendance								
10. Community Service or Participation								

SECTION E (Continued)

MAJOR PROGRAMS OR SERVICES	NUMBER OF PUPILS BY GRADE LEVEL				Number of Nonpublic Pupils	Adult (Exclude Teachers Receiving Training)	Teachers Receiving Inservice Training	Estimated Cost (Amt. may overlap)
	Pre-K	K	1-6	7-12				
11. Meeting Critical Educational Needs Capability to assimilate associative learning factors of a personal and environmental nature in ways that facilitate learning.				4,695			200	131,054
Development of efficient learning skills and appropriate concepts through a viable learning environment that utilizes relevant content and activities.								
Orderly and meaningful progression through learning activities that are satisfying as the learner develops efficiency.								
Learning management that skillfully contributes to the learner's use of all the available "tools of learning."								
Systematic and continuous evaluation and program modification including the development and refinement of goals that are sensitive to the specific needs of individuals.				4,695			200	131,054
Population groups								
Central City								
Geographically Isolated								
Minority Groups								
Early Childhood								
Dropouts								
12. Summer Programs								

PROJECT SUMMARY

Project CLUE was born in the minds of a small group of school administrators who, along with their associates, realized that schools, especially urban schools, were facing new problems that demanded new answers. The three-and-a-half year life of the project has been a time of unprecedented conflict both within the school and in the community.

CLUE has addressed itself to the needs of students, teachers, and administrators in this day of change. The project has sought to improve communications among individuals and groups, to find better ways of doing things. Models have been developed and applied by which students have been involved effectively with their teachers and with each other in making decisions that affect the schools in which they live.

These activities have been carried out in fulfilment of the project goal which in the original proposal of 1969 was stated thus:

PROJECT GOAL

> "An endeavor by the four major cities of Tennessee to develop cooperatively a model for achieving the involvement of urban students in learning strategies which will change student apathy into positive action and channel student activism into responsible accomplishment."

Under the general goal of the project, each of the four components developed its own unique goal and set about to involve at a higher level than before the students in the project centers. Models for this involvement have been designed and demonstrated.

The goal of each component follows. Note that each addresses itself to a different age group or to a different area of concern. The unique nature of each component avoids duplication and fosters the intercity transplanting of programs.

Component Goals

Component 1, Memphis

To achieve a more effective process of identification of gifted urban students in grades 4-5-6, and to involve them in learning experiences which result in increased personal development and effective participation in society.

Component 2, Nashville

To achieve the positive involvement of urban students, ages nine through fifteen, in learning strategies which capitalize on the factors comprising the urban environment as a basis for the social studies curriculum.

Component 3, Chattanooga

To achieve the positive involvement, through effective interpersonal relationships, of urban students at the secondary level in the decision-making process related to various facets of the school program.

Component 4, Knoxville

To achieve the positive involvement of urban students at the secondary level in the development and design of an improved curriculum.

STRATEGIES FOR INTER-CITY COOPERATION

The original CLUE proposal contained as an "Enabling Objective" the following language:

> "To develop a model for the cooperative solution
> by educators to problems of education common to
> the four cities of Tennessee."

In pursuance of this objective, three strategies have been developed. They are:

1. Inter-city Program Transplants
2. Jobs-Alike Conferences
3. Materials Interchange

Each of these strategies will continue after the expiration of federal funding.

DISSEMINATION

During the life of the project its newsletter, CLUE-IN, has been widely circulated in the urban communities involved. Brochures describing the program of each component, as well as a summary brochure of the entire project, were produced and disseminated.

Recently completed and available in limited supply are the following:

1. Why Doesn't An Igloo Melt Inside?, a teacher handbook for seminar rooms for gifted children, 85 pages, Memphis CLUE.
2. The Nashville CLUE Approach to Urban Education, 147 pages.
3. Satellite Classroom Directory, 275 pages, Nashville CLUE.
4. Twenty Questions, a new brochure on Chattanooga CLUE.
5. How to Involve Students, a booklet from Knoxville CLUE, describing its model.
6. English Curriculum with Course Descriptions, a teacher guide from Bearden High School, of Knoxville CLUE.
7. Model for Diffusion (one for each of the four CLUE components)

EVALUATION
of
INTER-CITY COOPERATIVE ACTIVITIES

Cooperative leadership has extended from the superintendent's office to the classroom. In most instances such cooperation has occurred as a part of strategies that pertain to the project design; however, in some cases there has been informal spin-off among administrators at various levels. The brief evaluation that follows is largely quantitative in nature and provides simply a record of the numerous cooperative aspects of CLUE.

Inter-City Transplants

Since the program for student involvement was different in each city, a design for the interchange was developed. The design operated at two levels, the central office supervisory level and the local school level. Component Interchange Committees of eight members each, two from each of the four cities, were appointed by the four superintendents. These persons were at the supervisor/director level. They met annually with the project's Board when the Board met in the city to which they were attached. At other times these committee members were invited to observe the CLUE program in their assigned city.

At the school building level, several non-project schools in each city were paired with project schools in each of the CLUE cities. Principals of these Paired Schools were afforded opportunities for observation of the programs being carried out in the particular project school with which they were paired.

As a result of this strategy the following transplants were made:

Nashville CLUE to Oakhaven High School, Memphis
Knoxville CLUE to Cohn High School, Nashville
Memphis CLUE to Barger School, Chattanooga
Nashville CLUE to East Fifth Street School, Chattanooga
Memphis CLUE to West Hills School, Knoxville
(The CLUE Student Activities Coordinators of Chattanooga were adapted for use in twenty ESAP schools in Nashville.)

Jobs-Alike Conferences

Beginning in the summer of 1972 and repeated in November 1972 and April 1973, this strategy for sharing has brought together for work on and study of urban problems, superintendents, assistant superintendents, and directors from the CLUE cities. Attendance at these meetings has numbered from thirty to forty administrators.

Participants have, without exception, given this activity a very positive rating. Therefore, a fourth conference has been scheduled for November 7-9, 1973 at Henry Horton Park, to be planned and hosted by the Chattanooga School System. It is assumed that this strategy will continue on an annual basis, with the position of host system being rotated.

In-Service Training

The director and the four coordinators have worked cooperatively throughout the life of the project in the planning of workshops, to the end that occasionally principals and teachers from one city have received training in the workshops of another city. This activity is being continued to the very last month of the project and may continue in the future.

Materials Interchange

A person in each of the four cities was appointed by his superintendent to work on this CLUE strategy for inter-city cooperation. As a result of this activity hundreds of publications, studies, guides, brochures, and bulletins have been and are being exchanged among the cooperating systems.

Superintendents Meet

In January, 1972 the four superintendents met in Nashville with the Commissioner of Education. Subsequently, the superintendents have met from time to time both in Nashville and elsewhere. Such meetings have been supplemented by telephone contacts. The fall Jobs-Alike Conference is being planned to include the superintendents.

Summary

It seems fair to assume that the cooperation engendered by CLUE among the leaders of the four school systems will continue. One of the transplanted programs is to be greatly expanded during the coming school year. The Jobs-Alike Work Conference appears to be on a sound basis for continuing use. Dozens of professional friendships formed during the life of the project will likely result in the continuing of Cooperative Leadership for Urban Education.

COOPERATIVE LEADERSHIP FOR URBAN EDUCATION

MEMPHIS COMPONENT

Coordinator
Mrs. Jo Patterson
2597 Avery Avenue
Memphis, Tennessee 38112
683-4273

CLUE
End of Project Report
ESEA, Title III
Memphis Component

1. Discuss the effect of the project on the clientele by briefly stating the major objectives of the project and the techniques used in evaluating the extent to which these objectives have been achieved.

COMPONENT GOAL

> "To achieve a more effective process of identification of gifted urban students in grades 4, 5, 6, and to involve them in learning experiences which result in increased personal development and effective participation in society."

It is generally conceded that an absolute criteria for identification of the gifted is difficult to obtain. However, continuous effort by the Memphis Component to redefine its identification procedures has resulted in a more effective process of identification each year.

At the present time a computer print-out is being used to locate the academically talented and gifted population. Students in grades 4, 5, and 6, who are reading two grade levels above their school median, or who score 15 points above the school median on a standardized group I.Q. test are being considered. The names of these students are sent to their respective principals along with a short form which includes the characteristics of gifted students. The classroom teachers are asked to fill out this form assessing the qualities of identified students. Principals and teachers may also recommend other students they would like to have considered for the program. A rating scale containing all of the identification criteria is used in the final selection of these students.

This method of selection has proved very satisfactory. According to performance in the CLUE classroom less than 5% of the students experience difficulty in activities requiring higher levels of thinking. The students' ability to perform all regular classroom activities without undue pressure, after being in CLUE seminar one-fifth of the week, is further proof that this method of selection has been effective.

The model for student involvement emphasizes student establishment of behavioral guidelines, development of student self-discipline, development of student leadership skills, development of individual speaking and listening skills, and the development of student decision-making skills. The processes involved in developing the above skills are directly related to increasing personal development and effective participation in society. The Memphis Process Model explains the method used to achieve these goals. A copy of the model is available upon request and is also included in the Diffusion Report.

Objective One

Students will increase their thinking ability as indicated by their performance on the Torrance Test of Creative Thinking and assessment of this skill will be made by using student, parental and teacher evaluation forms.

In the final self-evaluation for the 1972-73 school year, more than 95% of the students responded affirmatively to the item "I can think better."

Parents were asked to respond to the item "has shown an improvement in his thinking ability." Even though this is a very difficult area for parents to evaluate objectively, more than 75% of the parents believed this to be true of their children who are CLUE seminar students.

Four classes of CLUE students in different socioeconomic areas of the city were chosen to participate as subjects in a research project for a doctorial dissertation by Dr. Yvonne Hooks. The choice of these randomly selected classes was objectively done, and it is believed that the results of this sample group is typical of what could be expected from the total CLUE population. The Torrance Test of Creative Thinking (Form A) was administered to these students. The information obtained from the test results is included in this report in lieu of individual teacher responses.

Many researchers have found that creativity is stifled or wanes in the intermediate grades. The results of Dr. Hooks' research using CLUE students in grades 4, 5, 6, and 7 is contrary to previous research findings. There was a graduated increase in creative thinking ability each year with the seventh grade CLUE students averaging 10% higher scores than the fourth grade students. There was a definite correlation between the number of years the students had participated in the CLUE program and their improved creative thinking ability.

Objective Two

Students will develop interest in areas not taught in the regular classroom curriculum as measured by parental evaluation and teacher observations.

Seminar teachers have used mini-courses and discussions to arouse student interest in areas not taught in the regular classroom. Sometimes students initiate discussions on topics that are unfamiliar to their classmates. This encourages additional inquiry on the part of these less-informed students.

Mini-courses have spawned independent research ideas, led to the acquisition of new hobbies, and provided knowledge and skills that will prove useful to all of the students now and in the future. A study of the results of mini-courses could be used to document this statement.

Over 95% of the parents responded affirmatively to the item "Developed an interest in subjects not taught in regular school." An example of such a subject is the stock market. After experiencing success in market ventures over a period of months, these simulated classroom investments led some students to make actual stock purchases.

Objective Three

Students will develop skills in group processes as measured by teacher observation and student self-evaluation.

The seminar teacher was able to evaluate students by their successful participation in seminar classroom activities. The informal group setting provides experiences for the cultivation of an awareness of the feelings of self and others, and of observing how these feelings are expressed by different persons. All activities, even those that were independent, involve group processes. In almost every instance the students made marked progress in group interaction skills.

Many of the students expressed feelings of growth on their self-evaluation form. When responding to the item, "CLUE has helped me overcome my shyness" --many said such things as, "I am not afraid to express my opinion in groups" -- "I wish we had more group dynamic activities" -- "I like listening to other people's opinions and giving mine." Eighty-one percent of the students responded that they were -- "More willing to participate in discussions", while over 84% indicated that they had "Developed a better opinion of my abilities."

Objective Four

Students will become proficient in creative research techniques as indicated by the organizational processes used in completion of independent projects.

Ninety-nine per cent of the students successfully completed independent projects. Many of these projects were imaginatively creative or fictional in nature. It may be assumed that the students applied the more literal interpretion to "research skills" on the self-evaluation form since only 84% responded affirmatively to "Developed skills in research."

All of the students learned to operate audio-visual equipment either as a method of research for their independent study or as a means of presenting their independent projects. These projects were enthusiastically received by both classmates and parents.

2. Briefly describe project endeavors in which the anticipated results have exceeded expectations and those in which results have nor measured up to expectations and give reasons for the outcome.

A. Endeavors which have exceeded expectations.

(1) Publicity given Memphis CLUE during 1972-73 school year

As a result of more publicity and the increased recognition given the Memphis Component, the CLUE staff has received an increasing number of requests to present our program to various groups. These have included: National Association of Gifted Children Convention in Chicago, The Association for the Gifted Convention in Dallas, National School Board Conference in Anaheim, Memphis State University Conference on Creativity, elementary school faculty groups, meeting of Parents of Gifted Children, guidance and education classes at Memphis State University, Southwestern University, LeMoyne-Owen College, the University of Mississippi and the local MENSA Society.

Participation in these activities has allowed the staff to present the philosophy, objectives and organization of the program. These appearances have also been an opportunity to develop among teacher, parents, school administrative personnel, and other concerned persons an increased awareness and understanding of the characteristics and needs of gifted children in general.

Other Publicity received includes:

a. Seminar students participated in a discussion on a WMC television show.

b. Several radio shows gave information about CLUE program.

c. Radio show featured CLUE staff members.

d. Superintendent's Bulletin - (To all educators)

e. The Report Card - (Information pamphlet to all parents)

(2) In 1972 approximately 220 students participated in a non-compulsory summer school at a cost of $40.00 per child for a five-week program. This program also served as a laboratory for teacher training.

(3) All teachers (14) who participated in the 1972 summer training program expressed an interest in becoming seminar teachers during the regular school year. Four of them were added to the CLUE staff.

(4) In 1972-73 new centers were established to serve approximately 200 additional students from 20 schools that had not previously been served.

(5) Two sections of first graders met once a week for 2 1/2 hours at the Richland and Shady Grove centers. This experimental program may be expanded next year.

(6) The Association for Education of Gifted Children in Memphis gave outstanding support to the CLUE program. The interest shown by this group was a contributing factor in the expansion to the Junior High level.

(7) The MENSA Society, composed of people who have scored in the 98 percentile on the Stanford-Binet has expressed a desire to form a junior affiliate composed of CLUE students. They have also volunteered to serve as resource people in various capacities.

(8) Sustained student interest is shown by such facts as parochial school students coming to CLUE classes on holidays and the remarkably high percentage of students participating in field trips on holidays and week-ends.

(9) Parochial students will be ineligible for the public school program after the cessation of the Title III funding. Their parents are requesting that a similar program be organized in their school system using the Memphis Component as a guide.

(10) There has been complete cooperation on the part of parents in providing student transportation, even in cases where both parents work.

(11) Due to the fact that curriculum building has had to be a continuously evolving process, the project staff has been able to capitalize on student interests, current issues, and particular needs of students. This has resulted in a student-centered curriculum. Some of the materials that were developed have been of value to other teachers in working with gifted children.

(12) In response to inquiries from dozens of educators throughout the country, a teacher's handbook has been developed. Why Doesn't an Igloo Melt Inside? describes in some detail the program of Memphis CLUE.

B. Endeavors which have not measured up to expectation

(1) Observations by regular classroom teachers was too limited. In order to give the regular classroom teacher a better understanding of the program, arrangements had been made for them to observe during the month of January. Court-ordered busing, pairing and clustering went into effect at mid-semester. Since many of the teachers who had been scheduled to attend were transferred or no longer had CLUE students, the proposed observations were cancelled.

(2) Increasing rapport with classroom teacher is needed. There still remain a few teachers who object to having students leave their class for any reason. With the increased emphasis on meeting the needs of all students through individualizing instruction, and by increasing the understanding of the objectives of the CLUE program for these teachers, it is expected that this problem will continue to diminish.

3. Report the effect of the project on the educational institution or agency by discussing what you consider to be the greatest change resulting from the project.

The Memphis Component of Project CLUE has served as the pioneer unit in establishing special instruction for academically talented and gifted elementary students in the state of Tennessee. The Memphis Component has developed guidelines for the establishment of seminar classes and has also created and designed appropriate curricular materials to meet the needs of gifted students. This program, which has received national recognition has been successfully transplanted to other cities in the state and plans have been made for future implementation in additional cities.

This project has been received without any restrictions or adaptive measures as a welcome addition to the Memphis City School System. Some of the innovative techniques that are used in the seminar classes are being tried by many regular classroom teachers in Memphis.

4. Report the effect of the project on the cooperating agencies by (1) listing all the community agencies that cooperated in the project; and (2) discussing the results of such cooperation.

Colleges and universities have been liberal in allowing the gifted class groups to use their personnel and facilities in conjunction with research projects and mini-courses.

The University of Tennessee Anatomy Department, The University of Tennessee College of Nursing, The University of Tennessee Research Department, Memphis State University Psychology Department, Memphis State University Physics Department, Memphis State University Anthropology Department-Chucalissa Indian Village, Southwestern University Physics Department, Southwestern University Observatory, and Millington Naval Hospital have allowed classes to visit their facilities for lectures, demonstrations, questioning sessions, and in some cases, for supplies and materials with which to conduct projects.

The City of Memphis and Shelby County governmental agencies have been most cooperative in allowing CLUE classes to visit Circuit Court, Chancery Court, the jail, Police Department, Health Department, Forestry Department, Zoological Gardens, Planning Commission, Sheriff's Office, and Traffic Department as students developed projects dealing with social issues and urban government and services. These visits which often included interviewing and video-taping frequently led to dramatizations in the classroom and further research in related field. The Memphis and Shelby County Library System has been used extensively. The Memphis Museum has continued to offer assistance through the use of its facilities, personnel, and specimens. It has also furnished instructional programs in specialized areas upon the request of CLUE personnel.

In addition to the governmental and educational facilities that have cooperated, numerous private individuals and businesses have made their resources available. In this category have been ornithologists, stock brokers and brokerage firms, lawyers, scientists, doctors, nurserymen, television studios and their personnel, banks, and recording studios.

5. Explain any changes in the project objectives or procedure since the beginning of the funding period.

The major Memphis Component goal has remained unchanged throughout the program. The student objectives have been altered slightly to meet the needs of the students in achieving this goal and to better describe the methods used.

Two organizational changes have taken place over the last three years. In order to offer the students a wider variety of experiences two teachers staff the Shady Grove Center and two are at the Colonial Center. The students are given the opportunity to choose between two mini-courses that are offered concurrently, and team teaching is used when the situation is appropriate.

During the 1972-73 school year the program was expanded to serve a larger area of the student population. To make the centers more easily accessible, three teachers serve two centers each on alternate days.

6. Give quantitative and qualitative information on the effectiveness of the project as a demonstration using the following outline:

A. Indicate whether the project in part or in whole will be continued.

(1) The CLUE seminar classes will become a service offered through the department of Special Education of the Memphis City School System. The project will be continued and expanded.

Beginning with the 1972-73 school year the elementary teaching staff was increased from 6 to 10 teachers. Students in the program increased from approximately 400 to approximately 700.

At the present time, it is projected that 10 additional teachers will be needed to staff proposed centers.

The salaries of the teachers are paid at the state level by Special Education through minimum foundations. The Memphis City School System pays the salary supplements and fringe benefits.

The salaries and positions of the coordinator and the secretary will be under the department of Special Education.

(2) Junior High Expansion

The Junior High program was begun in the 1972-73 school year to meet the needs of elementary CLUE students moving to the junior high level. The program will be expanded from 2 teachers who served 4 schools to 8 teachers at an, as yet, undetermined number of schools.

A private foundation has made a donation of $14,000 dollars to ensure the establishment of a Junior High program at Porter and Vance schools.

(3) First Grade Experimental Program

It is expected that centers for primary students will be added in other areas of the city.

B. Give major reasons why the project will or will not be continued.

This project will be continued for the following reasons: (1) it has been the first program to meet successfully the needs of the elementary gifted child in Tennessee; (2) it has met with great success from the standpoint of the students, parents and educators who have participated in or been observers of the program; (3) many parents have indicated that their children will remain in the public school system only because CLUE has been made available to them; (4) administrators of the Memphis City School System consider Project CLUE an asset to our educational program; (5) funds are available for education of the gifted through state legislation.

C. List the school districts in Tennessee or outside of the State that have adopted your project or elements of your project.

(1) Knoxville -- Knoxville has had a very successful transplant for two years. This program will be expanded from 1 center to 6 centers.

(2) Chattanooga -- The Chattanooga program was hampered by the lack of a teacher during the 1972-73 school year. It is expected that the program will be resumed during the 1973-74 school year.

(3) Educators from Jackson, Oxford, and Tupelo, Mississippi have observed seminar classes and requested information about the organizational procedures required to establish similar classes.

(4) Educators from other Mid-South areas have indicated a desire to establish similar classes when funds become available.

COOPERATIVE LEADERSHIP FOR URBAN EDUCATION

NASHVILLE COMPONENT

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CLUE

END OF PROJECT REPORT

ESEA Title III

Nashville Component

1. Discuss the effect of the project on the clientele by briefly stating the major objectives of the project and the techniques used in evaluating the extent to which these objectives have been achieved.

COMPONENT GOAL

> "To achieve the positive involvement of urban students, ages nine through fifteen, in learning strategies which capitalize on the factors comprising the urban environment as a basis for the social studies curriculum."

The Nashville CLUE program has developed and implemented an instructional program which mandates active involvement of students in developing specific skills and understanding necessary for constructive interaction with the urban environment. A premise of the proposal was that the development of these skills would enable students to function more effectively in a participatory democracy.

The vehicle for this particular program is the social studies curriculum, and one unique dimension is the utilization of "satellite" classrooms and "satellite" teachers throughout the urban community.

The alternative chosen for a goal attainment is a process model for student involvement which utilizes the "task group" as a basic organizational strategy. This model serves a three-fold purpose.

It delineates a process for involving students, provides a design for building a unique curriculum for the social studies, and facilitates the necessary role change for the students and teachers involved. The model is also a valid technique for defining the parameters of the project.

Student interaction and involvement is developed through numerous task groups. A "task group" is defined as a functional group in which the traditional authority of the teacher is relegated to that of a participating member and consultant, and in which the active participation and responsibility of the students are increased. The group defines its tasks, develops it own plan of work, acts under its own initiative, and evaluates results. This procedure is developed within the framework of general school policies and the program design. The teacher's role is a vital one and in no sense can there be an abdication of responsibility. The number and type of participants to be involved in a given group is determined by the nature of the task to be accomplished.

PROGRAM OBJECTIVES

Objective	Activities	Evaluation Techniques
1. A student will develop skills in collecting data pertinent to a problem, analyzing these data, and utilizing them as bases for decision-making.	Exposure to resource material Discussion groups Audio-visual statements Role-playing Buzz groups Awareness trips Interaction with community resources Questionnaires Photography Observations	*

* Techniques identified and explained on page 4.

Objective	Activities	Evaluation Techniques
2. A student will be able to respond effectively to alternative problem solutions.	Discussion groups Negotiation Brainstorming	*
3. A student will develop skills in recognizing limiting and facilitating factors in decision-making.	Interaction with community resources Discussion groups	
4. A student will acquire skills for interacting with both individuals and groups in terms of a prescribed goal.	Interaction with community resources Discussion groups Negotiation Questionnaires Role-playing	
5. A student will develop his capability for selection and utilization of appropriate persons in the decision-making process.	Exposure to resource material Awareness trips Interaction with community resources	
6. A student will be able to apply skills acquired in the study of his immediate urban environment to similar problems in other geographic areas.	Comparative studies Community action Application of methods to future units Planning workshops	
7. A student will improve his attitude toward the social studies.	Parents report of student enthusiasm at home Good student/teacher communications Dismay at the possibility of program ending	
8. A student will apply learning skills independently.	Transfer to other subjects	

* Techniques identified and explained on page 4.

The project evaluation techniques were as follows:

1. Activity Inventory - a measure of the variety and frequency of use of selected instructional activities focused on active student involvement.

2. Attitude Scale - an assessment of student attitudes toward the social studies.

3. Documentation - number and types of satellite classrooms, community resource people, and students involved.

4. Documentation - compilation of visuals reflecting student involvement and the program focus of urbia.

5. Parent Evaluation Form - questionnaire to assess parents' attitudes about the project and their observations of its impact upon students.

6. Satellite Classroom Forms - one for students, one for teachers.

7. Video-tapes - made of project teachers and students scheduled at intervals over a period of time.

The results of these evaluation procedures were processed by the Department of Research, Metropolitan Nashville School System. The evaluative data and the documentary evidence are on file in the Nashville CLUE office.

2. Briefly describe project endeavors in which the anticipated results have exceeded expectations, and those in which results have not measured up to expectations and give reasons for the outcome.

There are three major dimensions in Nashville CLUE. The focus is a process for actively involving students in urban affairs. The other two dimensions are the building of a social studies program based upon urbia, and the development of roles for both students and teachers very different from those traditionally employed.

Community interest and involvement as an integral part of this program continue to exceed expectations. The diversity of community types of participants in the program runs the gamut, including manual laborers, university professors, government officials, and business executives. Through their involvement in this program, these people are learning to improve their own communications with young people in a task-oriented setting. This has been evident in their verbal reactions to the program and their own participation.

Our expectations have been exceeded by a large group of young students who set very high standards for their own learning experiences and evaluate them very thoroughly. They have become selective and adept in assessing the value of a resource person's contribution, or of an entire satellite experience.

The group interaction skills evidenced by many students, plus an awareness on their part of the importance of being able to function effectively in groups, have been especially gratifying. A number of teachers reflect this same growth. Student attitudes and growth have been shown in their classroom discussions both in the planning stages and in the evaluation stage of their experiences. Some of these have been tape recorded.

Some of the young students have been able to enjoy tangible results of functioning in a participatory democracy. Through their efforts in CLUE, traffic signs have been installed, needed basketball goals have been added to a playground, community service organizations have responded positively to their suggestions. Such practical application of skills learned is rewarding.

A few teachers still react negatively to the role change necessary to implement this type of program. New teachers to the program have not been negative, but unsure of implementation techniques. Team work is still a difficulty for some. Staff development is still an area of major concern. The role of the mobile assistant has been clarified but is still threatening to a few.

Workshops have been held during the year to analyze individual teacher problems and to exchange ideas for improvement. In addition to the daily help which has always been provided by the CLUE staff, weekly meetings of all the CLUE teachers at one center have been adopted to facilitate planning, coordination, and analysis of problems.

The fact that so-called "different" programs simply do not "turn-on" all kids indefinitely has become a stark reality. It is important to continue to develop within the program a wide range of appropriate options for students as they examine selected impact areas of urbia. Providing a wider range of activities will diminish over-dependence upon the quantity of satellite classroom experiences. Many such activities should facilitate the students' building a classroom learning environment reflecting the focus on "urbia." At present, in some classrooms, the learning environment is below expectations.

One other facet which has been refined is the design for the satellite classroom program. The "mushrooming" it has undergone due to community interest and project enthusiasm had pushed it beyond manageable and identifiable design. A recent directory revision has made the concept more manageable. Improved methods for teacher preparation of students for trips have been devised bringing about more meaningful experiences.

3. Report the effect of the project on the educational institution or agency by discussing what you consider to be the greatest change resulting from the project.

One important effect continues to be the increased flexibility of the instructional day in the project schools. Such flexibility is basic to carrying out the CLUE program, particularly as it relates to the satellite classroom concept.

The greatest impact of the program is in the instance where teachers and students are forging ahead using the process model as an operational design. Rather than active student involvement and the provisions of options being infrequent and irregular, the total operation in the classroom has been changed. Teachers are functioning as resource persons, process observers, and task group participants. Increased responsibility on the part of students is observable and options are available.

The additional visibility given project activities during 1972-73 has resulted in both the Division of Instruction and the Division of Staff Development giving some attention to this program as demonstrating one viable alternative for curriculum and staff development. This has become particularly relevant at a center for students who do not respond to the traditional teaching methods and who have been removed from the regular school routine. Also, requests for program information continue to come in locally and from other Tennessee school districts.

4. Report the effect of the project on the cooperating agencies by (2) listing all the community agencies that cooperated in the project, and (b) discussing the results of the cooperation.

Community involvement is an integral part of the Nashville CLUE program. Clusters of satellite classrooms are developed in relation to various "impact areas" which have major effect upon people living in urbia. Illustrative of these areas are "housing," "communications," "government," "poverty," and "transportation." A revised Directory of Satellite Classrooms, numbering more than two hundred sites and people committed to participation, is available for review.

Four workshops have been held this year, two in the junior high center, in which 35-40 representatives from the community agencies participated. Over one hundred community representatives have served as resource persons within the project schools. All 900 students in the project this year, representing grades five through eight, and 123 community representatives have participated in satellite classroom experiences.

Community involvement has been enthusiastic. One college teacher brought her entire drama class to work with students, a member of the Children's Theatre sent help in on a continuing basis over a four-week period, and several other community resources indicated a willingness to return to help students where necessary. The CLUE concept has become well known and accepted in the community and help is easily forthcoming upon request.

Documentation supporting the above statements is available. Information related to community cooperation is also available from the program adaptation at East Fifth Junior High in Chattanooga. The Memphis adaptation has begun utilization of resource people. Also, Head School in Nashville, through dissemination, has held a resource workshop involving the students of two teachers and several resource persons.

5. Explain any changes in the project objectives or procedure since the beginning of the funding period.

The project objectives continue to be valid as they relate to the component goal and the overall project goal. At this point, however, in the further refinement and evaluation of the process model, objectives 1-5 relating specifically to decision-making and student interaction have been reworked. The focus remains unchanged but, for the purpose of more effective implementation and evaluation, the areas of decision-making and student interaction have been broken down as follows:

I. A student will increase his skills in effective decision-making.

  1. A student will learn to classify statements as descriptions, inferences, or value judgments.
  2. A student will learn to make descriptions, inferences, and value judgments after observations.
  3. A student will become more knowledgeable of organized sources of information.
  4. A student will increase his reference and interviewing skills required to extract specific information from common sources.
  5. A student will increase his skill in using cameras and tape recorders in the community to record data.
  6. A student will learn to ask probing questions of community resources.
  7. A student will learn to identify propaganda techniques used in presenting points of view.
  8. A student will learn to identify which kinds of data are relevant to a particular issue.
  9. A student will learn to judge whether conclusions are supported by facts included in a resource.
  10. A student will learn to identify the values implicit in a resource.

11. A student will increase his skills in using graphs, charts, tables, maps, models, pictures, and demonstrations as a means of expressing data to others.

12. A student will increase his skills in oral and written reporting related to clarity of expression, organization of material, and adequacy of content.

13. A student will increase his ability to formulate a generalization based on available data.

14. A student will increase his ability to evaluate generalizations according to inclusiveness, tentativeness, and accuracy.

15. A student will increase his ability to identify specific changes needed to alter a situation.

16. A student will increase his skill in identifying which societal factors would support a particular change and which would impede it.

17. A student will increase his skill in identifying the decision-makers of a given institution.

18. A student will develop skills in producing plans of action that will effect an identified objective.

II. A student will develop skills of interacting with other individuals and groups in terms of a prescribed goal.

  1. A student will learn to identify roles that help a group function successfully.

  2. A student will learn to function in roles helpful to group interaction.

  3. A student will develop skills of interviewing and questionnairing.

  4. A student will increase the frequency of relevant contributions during group discussions.

  5. A student will listen to others so that he can restate their position accurately.

  6. A student will ask clarifying questions when he does not understand another person.

  7. A student will acquire the skills of functioning as a process consultant to others.

8. A student will acquire the skills of functioning as a resource consultant to others.

The major procedures of the final phase of demonstration and refinement of the Nashville CLUE program will undergo little change. The program is "packaged" and ready for dissemination beyond the period of funding to school staffs interested in the approach. The package includes numerous print resources and the latest publication The Nashville CLUE Approach to Urban Education, which provides teachers with how-to-do-it techniques. This publication, along with the Satellite Classroom Directory, makes it possible for teachers to get a true feeling for the CLUE concept.

6. Give quantiative and qualitative information on the effectiveness of the project as a demonstration using the following outline:

A. Indicate whether the project in part or in whole will be continued.

The school district is interested in the program of the Nashville Component. Informal support by a number of school personnel at the decision-making level is evident and could materialize as tangible adaptations when Title III funding is terminated.

Parent support is very active at the elementary school center, and the Parent-Teacher Association has petitioned the Director of Schools to have the project continued. Funds have been included by that school's district superintendent for the 1973-74 budget.

At the junior high level, Wright Junior High, which had been phased out for 1972-73 due to lack of funds, is anxious to have funds to continue the program. Former CLUE teachers who are now administrators in local schools are anxious to bring in the CLUE concept.

CLUE teachers already involved would like to continue the concept. Planning for the possibility that local funding may not be renewed, two workshops were held, one in each center, to discuss ways in which the teachers could continue some CLUE concepts.

B. Give major reasons why the project will or will not be continued.

The major reasons for possible continuation would perhaps be (1) the increasing need and demand for alternative programs for students, neither physically nor mentally handicapped, who are unable to succeed in the regular school program; (2) the recognized need by school personnel for a variety of on-going programs which actively involve students with teachers in a cooperative teaching-learning situation, and which mandate a role change for both students and teachers; (3) the possibility of adaptation without major financial cost; and (4) that funding will result from local sources and the level of operation will depend on budget priorities.

C. List the school districts in Tennessee or outside of the State that have adopted your project or elements of your project.

East Fifth Street School in Chattanooga, Tennessee and Oakhaven High School, Memphis, Tennessee are continuing to implement an adaptation of the Nashville program. Head School, Nashville, has adopted the program in the areas of media and community involvement.

COOPERATIVE LEADERSHIP FOR URBAN EDUCATION

CHATTANOOGA COMPONENT

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CLUE
End of Project Report
ESEA, Title III
Chattanooga Component

1. Discuss the effect of the project on the clientele by briefly stating the major objectives of the project and the techniques used in evaluating the extent to which these objectives have been achieved.

COMPONENT GOAL

> "To achieve the positive involvement, through effective interpersonal relationships, of urban students at the secondary level in the decision-making process related to various facets of the program."

Under this Goal the evaluation of the component is made in terms of the extent to which the student participants met, during the final year of Title III funding, the five Student Objectives designated below by letters A.B.C.D. and E.

A. Upon completion of the 1972-73 school year, student committee members will have acquired a knowledge of skills for participation in school decision-making as measured by an 80 percent correct response to the Subcommitte Member Role Scale.

(1) The Subcommittee Member Role Scale was administered to subcommittee members in May, 1973. Using their best judgment in responding to questions by (a) strongly agreeing, (b) agreeing, (c) undecided, (d) disagreeing, or (e) strongly disagreeing, committee members were asked to respond to statements in the following areas: defining the problem, interacting, brainstorming, analyzing restricting and facilitating forces, and obtaining consensus. A total score

was computed for each respondent. A comparison of the mean for each school group was made with an 80 percent correct response criterion that was specified in objective A. The hypothetical mean of .80 was based on this performance level as stipulated in the objective.

The mean for the students in each project school was slightly below the hypothesized mean of .80 (Brainerd High mean score of 79; Chattanooga High mean score of 78.53). The t-test analyses of the school means revealed that both means did not differ significantly from the expected mean.

The results of the evaluation relative to objective A. indicate that the objective was accomplished.

B. Upon completion of the 1972-73 school year, student committee participants will demonstrate significantly positive values toward participation in school decision-making through student committee involvement as measured by the Committee Evaluation Scale and the Committee Operations Evaluation Form.

(1) The Subcommittee Evaluation Scale and the Steering Committee Evaluation Scale were administered to the three subcommittees and the steering committee, respectively, in late April and early May of 1973. Responses varied from "strongly agree" to "strongly disagree" with "undecided" separating the "tend to agree" and "tend to disagree" response. The eight scale topics for the committee evaluation instruments include: (a) role of the the committee, (b) committee leadership, (c) role of the student committee members, (d) committee functioning in decision-making, (e) role of advisors and/or other school personnel, (f) interaction between advisors and/or other

school personnel with students on the committee, (g) significance of the problems or the topics considered, and (h) provision for follow up on the committee recommendations. The Committee Operations Evaluation Form administered to steering committee and subcommittee members measures participants' perceptions, to (a) membership selection, continuity, size and representation, (b) purpose and meeting time of the committee meetings, (c) utilization of resource persons and the student involvement model, (d) improvement suggestions, strengths/successes, and evaluation procedures.

(2) The t-test analysis for Brainerd students' scores revealed that seven of the eight sub-scale means of the Committee Evaluation Scale and the total scale mean were positive to a statistically significant degree for the composite group. The one exception was Scale 8 dealing with follow-up recommendations. The most significant t-test values were for sub-scales 2, 3, and 5, which deal with the role of resource persons, the student committee member role, and committee leadership.

All the sub-scale and total scale means with the exception of Scale 8, for the Chattanooga High School students were positive; i.e., the means exceeded the neutral subscale or total score.

The composite results of the data analysis for the Committee Evaluation Scale indicated that success has been achieved in implementing the student committee strategy in the project schools.

(3) The Committee Operations Evaluation Form was designed to provide information about respondents' perceptions of the effectiveness of the Chattanooga program model for student committees. A neutral score, neither positive nor negative, on the form has a value of sixty based on a neutral item response value of three for each of the twenty items. The obtained means for each school exceeded the neutral score for the form. School means and standard deviations were about the smae at both schools, thereby reflecting similar variability among the two sets of scores.

The t-Test analysis of school means revealed that both means were positive to a statistically significant extent. A high degree of significance was obtained by the students as reflected by the magnitude of the t-test statistics.

The results indicate that the model is regarded by students as a viable approach to increase participation in educational decision-making.

C. By February 24, 1973, students participating in decision-making processes will demonstrate their ability to analyze restricting and facilitating factors of decision-making given simulated situation and will respond with 80 percent proficiency.

(1) Simulation exercises for the academic, non-academic, and human relations committees were designed for students to analyze the given existing forces to determine if the force has a helping or hindering effect on the decision to be made. The academic simulation problem centers around the perceptions students have of technical and vocational high schools. The human relations problem is a simulated

situation in which a social studies teacher is experiencing disciplinary problems in a classroom setting. The non-academic simulated problem presents typical difficulties encountered in scheduling a weekly 30-minute club meeting period in the school schedule. These three sub-scales made up the Facilitative - Restrictive Factors Scale.

The computed mean for each scale was compared with the 80 percent correct response criteria that is stipulated in this objective.

For the Brainerd students the means for two of the three sub-scales were less than the hypothesized mean. However, the t-test analysis of the obtained means for those two sub-scales were not significantly less than the hypothesized means for the sub-scales. The actual mean for the third sub-scale was significantly greater than the hypothesized mean for the sub-scale. The pattern of the obtained means on the three sub-scales for the Chattanooga High students was the same as for the Brainerd High students.

The means for the first two sub-scales were less than the hypothesized means while the mean for the third sub-scale was greater than the hypothesized mean. The t-test analysis indicated that the obtained means for the first two sub-scales were significantly less than the expected means while the actual mean for the third sub-scale was not significantly different from the expected mean. Based on the analyses of the data related to this objective, it can be concluded that the objective was completely accomplished for Brainered High students and partially achieved at Chattanooga High.

D. By March 15, 1973, student committee participants will comprehend interaction skills as measured by an Indirect-Direct ratio of one (1) on the Flanders Interaction Analysis Scale.

(1) The Flanders Interaction system was utilized to ascertain the student committee leader-committee member verbal interaction in a committee meeting. All leader statements are classified in the first seven (of ten) categories. Leader statements are classified as either indirect (categories one-four) or direct (categories five-seven). The objective specifies leader behavior exhibited at least 50 percent of the time in the indirect category: (a) acceptance of feeling, (b) praise or encouragement, (c) acceptance of ideas and (d) asking questions. Direct leader behavior then would therefore be utilized less than 50 percent of the time. Categories illustrating direct verbal behavior are: (5) lectures, (6) giving directions, and (7) criticism, or justification of authority.

Tapes of committee meetings were made for the observer to categorize the interaction behavior at the prescribed three second intervals. Each of the three tapes used was coded in its entirety using the ten categories of the Flanders System with the committee chairman assigned the teacher role.

(2) The three taped discussions focused on the grading system used in high school, a new minicourse, and detentions after school. The computed I-D ratios for three meetings were

3.45, 1.43, and 1.20, respectively. The results of the interaction analysis suggest that objective 4 was achieved.

Efforts were made to encourage other members of the group to participate in the discussion through acceptance of feelings, praise, accepting and using their ideas, and asking questions. The data indicate that the student leaders used indirect influences to a greater degree than direct influence and that the leaders were effective in using techniques to involve members of each group in its deliberation.

E. Upon completion of the 1972-73 school year, student committee members will demonstrate the ability to apply leadership skills as measured by 70 percent of the students' scores falling within the acceptable range (between t-score 40 and t-score 60) on the four scales of the Leadership Ability Evaluation instrument.

(1) The Leadership Ability Evaluation assesses the decision-making pattern or social climate created by a person when he functions as a leader in influencing other persons or groups. It has fifty problems. Each problem describes a situation in which the subject is required to identify with the leader, or as the leader, and choose one of four choices of decision mode or social climate which he believes best for the described situation.

For each problem there are four multiple-choice answers, representing the four-part scores on the L.A.E. between the 40th and 60th t-scores.

(2) The summary data for the total scores on the Leadership Ability Evaluation indicate the mean scores for students from the two schools were approximately equal. In the case of both schools, the mean scores were only slightly greater than 10,

which differentiates between outstanding leaders (not) greater than 10) and less outstanding leaders (greater than 10).

The composite picture for the students from the two Chattanooga schools reveals that sixteen of the twenty-eight respondents obtained total scores indicating effective leadership. Seventy-five percent of the twenty-eight students scored lower than the mean for typical youth. These results indicate that a large majority of the students are more effective leaders than typical youth. The mean scores for students from the two schools provide further substantiation of this conclusion. Although this objective was only partially achieved, the total scores for the composite group of students suggest that a relatively high quality of leadership exists among the committee members at both project schools.

2. Briefly describe project endeavors in which the anticipated results have exceeded expectations, and those in which results have not measured up to expectations and give reasons for the outcome.

A. Endeavors that have exceeded expectations:

(1) The student involvement program was adopted for the remaining senior high schools in the district with a fulltime student activities director in each, as well as in several junior high schools.

(2) The CLUE concept has been institutionalized for the 1973-74 school year in the two project schools plus Kirkman Technical High School.

(3) Community resources will continue to offer support to the program.

(4) Communication channels were improved during the year with steering committee members (both students and teachers) assuming the designated responsibility of communicating with their peers.

(5) Any possible conflict with the Student Council and its functions have been resolved since subcommittee membership is composed of both Student Council and student-body-at-large members.

(6) School disruption threats were fewer during the 1972-73 school year. No days were lost due to walk-outs or other forms of disruptions.

(7) There are increased requests for students to be involved in community activities. Student activities directors now coordinate such activities as walk-a-thons, bike-a-rams, Junior Achievement, and the Volunteen programs.

(8) Greater numbers of students are utilized in what formerly were all adult groups.

(9) There has been more exchange among the district's schools as a result of the project's activities.

B. Endeavors that have not measured up to expectation.

(1) Difficulty was encountered in identifying an evaluation instrument used to measure knowledge of decision-making skills. Evidently no instrument exists that was designed for measuring skills for participation in school decision-making.

(2) The Flanders Interaction Analysis instrument was not the appropriate type of instrument for measuring the desired result of objective D. In specifying the objective's desired behavior, some modification of the objective would be necessary.

4. Report the effect of the project on the cooperating agencies by: (1) listing all the community agencies that cooperated in the project, and (2) discussing the results of such cooperation.

A. Community Agencies Cooperating in Project

(1) University of Tennessee at Chattanooga, Office of Urban Affairs

(2) Chattanooga City Commissioner of Health and Education

(3) Local physicians

(4) Local ministers

(5) University of Tennessee at Chattanooga, Social Studies Staff Members

(6) Volunteen Bureau

(7) Chattanooga Police Department

(8) Methadone Clinic

(9) Phoenix Crisis Intervention Center

(10) Channel 45, Educational Television

B. Results of Cooperation

The results of cooperation between the project and community agencies were: (1) utilization of resource persons identified by students during model implementation that had expertise probably not available within the local school setting, (2) utilization of persons that made students aware of community services available to the students, (3) utilization of persons that provided students with information leading to summer employment or perhaps even future career opportunities, and (4) the community became more aware of the school's program and of the support which it possibly can give.

5. Explain any changes in the project objectives or procedure since the beginning of the funding period.

A. Revision of program objectives

Prior to the beginning of the 1972-73 school year, several Chattanooga Public School District projects revised their objectives. The format used in the revision of the objectives follows the Evaluative Programs for Innovative Curriculums (EPIC) design, which poses two questions:

(1) What is desired with respect to behavioral changes in students as a result of participating in an instructional program?

(2) How effective is the instructional program in bringing about these behavioral changes?

The CLUE objectives for the first two years of program operation were revised to contain the following six elements: (a) Who is going to perform the specified behavior?, (b) the behavior that is expected to occur, (c) the situation in which the behavior will be observed, (d) how the behavior is going to be measured, (e) the expected proficiency level, (f) the time needed to bring about the behavior, The objectives in their revised form appear in part 1 of this report. The following 1971-72 objective was omitted: Students will increase their meaningful involvement in community activities as measured by the extent and effectiveness of their participation.

6. Give quantitative and qualitative information on the effectiveness of the project as a demonstration, using the following outline:

   A. Indicate whether the project in part or in whole will be continued.

      (1) The Chattanooga Component of Project CLUE, with some adaptation, will be continued in the two senior highs presently serving as center schools (Brainerd High and Chattanooga High), and will be expanded to include a third school (Kirkman Technical High School). Student activities directors will be assigned to each of the three schools, with the responsibility of increasing positive bi-racial student involvement in group decision-making. Utilization of the Decision-Making Model developed with ESEA, Title III funds by CLUE will be the means by which the decision making opportunities for students are increased.

      An administrative specialist will be responsible for coordination of activities among the target schools. Fiscal management of the component, administrative assistance to the principals, coordination of activities of the student activities directors, and project liaison with central administrative staff will also be done by him. Finally, he will be responsible for evaluation, monitoring and feedback, information dissemination, and inservice training leadership.

B. Give major reasons why the project will or will not be continued.

The major reasons the project will be continued and expanded within the district are threefold:

(1) There is a need for students to improve their skills in group decision-making through the application of rational processes of scientific problem solving and the techniques of negotiation.

(2) There is a need for development of systems of student relationships which will assure the inclusion of both races in the schools' organized school affairs (councils, clubs, committees, etc.) within the framework of the regular operations of the school.

(3) There is a need to provide opportunities for minority and non-minority students to engage in discussions and interaction on matters which are of mutual interest and concern.

C. List the school districts in Tennessee or outside of the state that have adopted your project or elements of your project.

With adaptation, the Nashville Metro School District adopted the student involvement concept developed in the Chattanooga Component of Project CLUE with the staffing of Student Activities Directors in a number of their secondary schools.

COOPERATIVE LEADERSHIP FOR URBAN EDUCATION

KNOXVILLE COMPONENT

Coordinator
Miss Wanda L. Moody
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CLUE
End of Project Report
ESEA, Title III
Knoxville Component

1. Discuss the effect of the project on the clientele by briefly stating the major objectives of the project and the techniques used in evaluating the extent to which these objectives have been achieved.

COMPONENT GOAL

> "To achieve the positive involvement of urban students at the secondary level in the development and design of an improved curriculum."

In the Knoxville component, the proposal was to develop and implement a model for student involvement utilizing curriculum study committees as the basic organizational strategy. This program is designed to facilitate communication between students and educators within the school system. The program is viewed as a response to the feeling of alienation that many young people feel today. It involves the establishment of new relationships between students and school personnel to meet the new expectations of students.

PROGRAM OBJECTIVES

1. Students who participate on the curriculum study committees will demonstrate their ability to apply leadership skills as measured by 70 percent of the students' scores falling within the acceptable range (between a t-score 40 and a t-score 60) on the four scales of the Leadership Ability Evaluation instrument.

2. Students who participate on the curriculum study committees will respond to a significantly positive degree toward their involvement in school decision-making as measured by the Committee Evaluation Scale.

3. Students will respond to a significantly positive degree toward project activities that are implemented in response to curriculum problems as measured by the Activity Evaluation Form.

4. Students will demonstrate significantly positive attitudes toward the implementation of the student curriculum study committee strategy for student involvement as measured by the Model Evaluation Form.

Curriculum study committees organized at the departmental levels give the students an opportunity to use their energy and enthusiasm to seek solutions to the pressing problems of education today. The evaluation during the 1972-73 school year incorporated a variety of instruments and data sources. They included commercial instruments and instruments developed by the Bureau of Educational Research and Services at Memphis State University.

Evaluation Plan for the Knoxville Component
of Project CLUE - 1972-73

Data Source	Subjects	Data Collection Schedule	Objective Reference
Leadership Ability Evaluation	Committee Officers	October, 1972 & April, 1973	(1)
Committee Evaluation Scale	Committee Members	April, 1973	(2)
Activity Evaluation Form	Sample of Students	April, 1973	(3)
Model Evaluation Form	Committee Officers	April, 1973	(4)

Leadership Ability Evaluation Form

The Leadership Ability Evaluation Form, a commercial instrument, was administered to all students who were committee officers in October, 1972, and April, 1973. The instrument provides individual scores for four types of leadership patterns - laissez-faire, democratic-cooperative, autocratic-submissive, and autocratic-aggressive. This instrument was used to measure objective (1). The scores for each scale were classified in one of three categories based on norms for typical youth: a t-score above 60, a t-score between 40 and 50, and t-score below 40.

The composite picture for the students from the three Knoxville schools reveals that twenty of the sixty-five respondents obtained total scores indicating effective leadership. Thirty-nine of the sixty-five students scored lower than the mean for typical youth. These results indicate that a majority of the students are more effective leaders than typical youth. However, the percentage of students who obtained scores reflecting effective leadership varied considerably among the three schools. The Leadership Evaluation data indicate that objective (1) was not achieved completely since 62 percent of the students scored in the acceptable range on the four scales. The difference between the objective and obtained percentage was relatively small.

Committee Evaluation Scale

Members of each student curriculum study committee responded to the committee evaluation scale. The scoring and analysis were performed for each sub-scale on the total scale. The composite results of the data analysis for the committee evaluation scale indicate that success has been achieved in implementing the student curriculum study committee strategy in the project schools. The students in all schools appear to be pleased with the manner in which the committees have functioned in their schools. The only weakness that was detected in the 1971-72 evaluation, follow-up on committee recommendations, seemed to have been corrected to a major extent during the 1972-73 school year. Specific efforts by school personnel to implement student recommended curriculum changes probably account in large measure for the change in students' perceptions of follow-up on recommendations. The results indicate that objective (2) was achieved during the 1972-73 school year.

Activity Evaluation

Selected curricular activities, that were implemented in each school as a result of the work of the student curriculum committees, were evaluated by participants using a set of semantic differential scales. At Austin-East 209 students evaluated nine curricular activities. These results indicate that the students who participated in the new curricular activities had very positive attitudes about all of the activities.

Fourteen curricular acctivities at Bearden were evaluated by 335 student participants. The analysis of response means using the t-test showed that all Bearden curricular activities received statistically significant positive mean ratings. The ratings of all activities were very positive and highly consistent among the various activities.

The students at Rule evaluated nine curricular activities. The results for the 146 students who participated in the evaluation showed that the students felt highly favorable toward the special curricular activities which were implemented during the 1972-73 school year. The students gave a statistically significant positive assessment of all curricular activities that were evaluated reflecting the accomplishment of objective (3). As a group, the students from Rule evaluated the activities at their school more favorably than either of the other groups. The reactions of students to the activities that were implemented, as a result of student committee efforts, offer significant evidence of the committees' effectiveness. It suggests that the committee members were perceptive of students' concerns and that school personnel were responsive to the identified concerns.

Model Evaluation

The Model Evaluation Form was administered to the students who were committee officers in April, 1973. This form was designed to provide information about respondent's perceptions of the effectiveness of the Knoxville component program model for student curriculum committees. The students revealed significantly positive attitudes and perceptions concerning the component model. The results indicate that objective (4) was accomplished and that the model is regarded as a viable approach to increase student participation in curricular planning and development.

The evaluative data and the documentary evidence will be on file in the Project CLUE office in Knoxville and also in the director's office.

2. Briefly describe project endeavors in which the anticipated results have exceeded expectations, and those in which results have not measured up to expectations and give reasons for the outcome.

The student curriculum committee strategy has been the primary emphasis of the Knoxville component program during the 1972-73 school year. The evaluation of the program included both the strategy specifically and the overall impact of the program as viewed by the students. The data from the Committee Evaluation Scale and the Model Evaluation Form indicated that success has been achieved in implementing the student curriculum committee strategy as a mechanism for involving students in curriculum planning and development. The students expressed highly favorable attitudes toward the operational aspects of the committee strategy, committee functions, committee leaders, participation in school decision-making related to curricular matters, processes utilized for dealing with problems and alternative solutions, interaction among committee members and between committee members and adults, and follow-up on recommendations. The students' responses indicate that efforts have been made to improve the procedures for follow-up action on committee recommendations, a deficiency reflected in the 1971-72 evaluation. The

Activity Evaluation Form provided evidence that students felt very positively toward curricular activities that were implemented as a result of the work of student curriculum committees.

Through the interaction of the committees, students have had an opportunity to gain insight into the process of bringing about change - where to start, who to involve, what approaches to use, obstacles to be overcome, support to be developed, how to implement, and finally developing a timetable for implementation with evaluation following.

An analysis of the data on the Leadership Ability Evaluation revealed that there was decrease in the mean score, a favorable change, between the pretest and posttest for committee officers at Austin-East and Rule. The change was statistically significant for Rule students. The Bearden students had a statistically significant increase in mean scores between the pretest and posttest. On the posttest, the students from Rule ranked lowest as a group based on the mean score, Bearden ranked second, and Austin-East ranked highest. The composite picture for the students from the three schools reveals that twenty of the sixty-five respondents obtained total scores indicating effective leadership. Thirty-nine of the sixty-five students scored lower than the mean for typical youth. These results indicate that a majority of the students are more effective leaders than typical youth; however, the percentage of students who obtained scores reflecting effective leadership varied considerably among the three schools. The leadership evaluation data indicate that objective (1) was not achieved completely, since 62 percent of the students scored in the acceptable range on all four scales. The difference between the objective and the obtained percentage was relatively small. Indications are that it would be desirable to devote additional efforts to the development of leadership skills among committee officers.

3. Report the effect of the project on the educational institution or agency by discussing what you consider to be the greatest change resulting from the project.

The greatest change resulting from the project is a change in the attitude and perception of the respective school staffs and also the staff at the central office as related to the role of the students. These changes in teacher attitude and perception have made it possible to bring about a number of curricular changes. The evaluation data indicates that there has been more effort made during the 1972-73 school year in contrast to the 1971-72 school year for follow-up action on committee recommendations. It would seem that this would also indicate that teachers are beginning to value the involvement of students in the decision-making role. Supervisors and consultants at the central office have begun to look at recommendations that students have made through the committee work for suggestions for curriculum improvement. Many have recognized that the committee strategy along with the role of the student curriculum coordinator is a very viable means of bringing about curriculum change on the secondary level.

4. Report the effect of the project on the cooperating agencies by (1) listing all the community agencies that cooperated in the project; and (2) discussing the results of such cooperation.

    (1) Cooperating agencies - State Area Vocational Technical School, University of Tennessee Memorial Hospital, St. Mary's Hospital, Knox County Public Health Department, Eastern State Psychiatric Hospital, American Museum of Natural History, East Tennessee Health Association, University of Tennessee, Knoxville College, Knox County Agriculture Agent, West Hills Ten O'Clock Garden Club, Northside Kiwanis Club, Southern Extract Company, Knox County Court House, Oak Ridge Atomic Energy Commission, The

Knoxville Journal, The Knoxville News-Sentinel, Cherokee Indian Reservation, WATE-TV, WBIR-TV, Knoxville Academy of Medicine. Akima Club, State Department of Education, General Motors Company, Better Business Bureau, Knoxville Waste Water Control, State Employment Office, Lawson-McGhee Library, Knoxville Business College, Knoxville Building and Construction Trades Council, Planned Parenthood Agency. United States Army, Navy, and Marine Corps, Federal Bureau of Investigation.

(2) Results of cooperation - The cooperation between the project and the community agencies provided the students with an opportunity to investigate some real-life learning experiences which have helped to make learning more meaningful and more relevant to the students. The involvement of many of these agencies has been helpful in providing students with alternative learning situations, plus providing a more student-centered curriculum.

5. Explain any changes in the project objectives or procedure since the beginning of the funding period.

The project objectives continue to be valid as they relate to the component goal and the overall project goal; however, there was some refinement and evaluation of the process model as a result of last year's operation. The focus remains unchanged and the procedures utilized were those outlined in the continuation proposal for the current operating year.

6. Give quantitative and qualitative information on the effectiveness of the project as a demonstration using the following outline:

   a. Indicate whether the project in part or in whole will be continued.

      Yes, it is anticipated that various aspects of the project will continue operating after the termination of Title III funds.

b. Give major reasons why the project will or will not be continued.

It is anticipated that the major thrust of the project will continue operating. The positions of curriculum coordinator are included in the 1973-74 budget. The superintendent and his staff have recognized that the implementation of the process model developed in the project is a viable means to bring about curriculum improvement. Also, there is tremendous support from the parents of students in the three schools. They have formally requested that the project continue next year.

c. List the school districts in Tennessee or outside of the State that have adopted your project or elements of your project.

Cohn High School in the Metropolitan Nashville School System implemented an adaptation of the project during the school years 1971-72 and 1972-73. Also, inquiry has been made by a number of other school systems throughout Tennessee indicating an interest in adapting some aspects of the program - especially the curriculum changes.

EVALUATION

BY

COMPONENTS

INTRODUCTORY STATEMENT

Evaluative designs developed for each component of CLUE by the Bureau of Testing and Educational Services of Memphis State's Department of Education have been followed to the project's conclusion. The Bureau, though not under contract for the final year, has continued to assist on a consultant basis, making available to CLUE the the services of Dr. Harry Bowman. Each of the components has also received assistance on its evaluation from persons working in this area with the local school systems.

MEMPHIS COMPONENT

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INTRODUCTION

Intellectually gifted students in urban school systems often demonstrate one or more of three reactions to the educational system. They become student activists who attempt to destroy the system; they become apathetic which is evidenced by dropping out of school or other forms of withdrawal behavior; or they accept a life of mediocrity which is far below their capabilities. The Memphis Cooperative Leadership for Urban Education (CLUE) Program is predicated on the belief that teachers should recognize the part that academically talented students can play in our society and the increasing need for leaders who can think critically and creatively in dealing with society's problems.

The greatest challenge facing education today is to provide every child, especially the academically talented, with the opportunity to learn at his own rate and to develop his potential abilities to the fullest. For the teachers of the academically talented child, this challenge involves providing appropriate curricular experiences that will allow for the maximum development of his thinking, learning, and, often, creative abilities.

The Memphis Component of Project CLUE has sought to design and implement an educational program to meet the needs of academically talented students in grades four, five, and six. The focus of the program is to involve the students, both as a group and individually, in learning experiences that will result in self-actualization and effective participation in society. The program also seeks to provide the superior learner with new and highly challenging learning experiences that are not ordinarily included in the regular classroom curriculum.

The Memphis program is organized on a semi-separation basis. Each week identified students attend two half-day seminar sessions at a designated center which serves several neighboring schools. These classes are scheduled for alternate morning and afternoon sessions. During the remainder of the school week, students spend their time in the regular classroom.

In the seminar setting the student operates as a self-motivated learner and the teacher as a guide and helper. No grades are given. However, there is continuous evaluation of the student's performance by the teacher and the student. The program is not compulsory and students may be withdrawn at any time.

The emphasis of the program is on assisting students in the development of processes and skills which may be used as tools in the utilization of higher thinking levels. The operation of the more familiar kinds of electronic media used in storing and disseminating information is an interesting part of the program. Skills in speaking and listening are also cultivated, especially the ability to speak logically and listen critically. The need for skills required in research and organization of materials is also addressed through the experiences of the students.

The effective implementation of the program is largely dependent upon the seminar teacher. After evaluating his own attitude and qualifications, he must establish a classroom climate that will stimulate students. The atmosphere must permit freedom of thought by students. They must be given the opportunity to act and interact with others, free from threats and teacher impositions. Students must be responsible for their own behavior and be aware of their responsibility. Two-way communication between the teacher and student must be established in order for each to be aware of the other's role and objectives. Mutual respect and concern are necessary. The model for implementation of the Memphis CLUE strategy is depicted in Figure 1. Specific inservice activities were conducted to prepare teachers for implementing the model

The following sections of the 1972-73 evaluation report for the Memphis CLUE Program will present the program goal, instruments, findings, and conclusions.

PROGRAM GOAL

The goal of the Memphis CLUE Program is to achieve a more effective process of identification of gifted urban students in grades 4, 5, and 6 and to involve them in learning experiences which result in increased personal development and effective participation in society. The program has been designed to accomplish the following objectives for students:

1. Students will increase their thinking ability.
2. Students will develop interest in areas not taught in the regular classroom curriculum.
3. Students will develop skills in group processes.
4. Students will become proficient in creative research techniques.

The program goal provided a basis for delineating the procedures and activities that were selected for implementation in the Memphis CLUE Program. In turn, the procedures and activities established the parameters for evaluation of the program. The specific instrumentation utilized in the evaluation is discussed in the next section of the report.

INSTRUMENTS

The evaluation of the Memphis CLUE Program activities for 1972-73 included both published and locally developed instruments. The two published instruments were the Torrance Tests of Creative Thinking (Form A) and the Kropp-Verner Scale.[1] Instruments developed locally by project staff were the Teacher Evaluation of Training Program Scale, the Student Self-Evaluation Scale, and the Parent Evaluation Questionnaire (two forms).

The Torrance Tests of Creative Thinking, Figural Form A, was administered to a sample of project students during the Fall of 1972. These data were utilized for project evaluation as well as for a study conducted by personnel from the Division of Research, Memphis City Schools. The total score for the instrument was derived from four subtest scores on fluency, flexibility, originality, and elaboration.

The fluency score is useful primarily in helping to understand the other scores. Low scores on this subtest usually occur when the subject blocks, spends much energy trying to get away from commonplace responses, or is not well motivated. The score on flexibility deals with flexible thinking in viewing, manipulating, and using figural elements. The originality score requires the ability to delay gratification or to reduce tension. The score on elaboration reflects the subject's ability to develop, embroider, embellish, carry out, or elaborate ideas in other ways. The composite score on the Torrance Tests of Creative Thinking provides an index of creative ability of the students. The total raw socres of the students were converted to T-scores.

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[1] Russell P. Kropp and Coolie Verner, "An Attitude Scale Technique for Evaluating Meetings," Adult Education, Volume VII, No. 4 (Summer, 1957) pp. 212-215.

A mean score was computed for each grade group and for the total group.

The Kropp-Verner Scale was administered to the teacher participants of the Memphis CLUE Workshop in the Summer of 1972. The scale is composed of 20 statements which are ordered from the most positive to the most negative. Each statement has a corresponding weight value ranging from 1.13 for the most positive statement to 10.89 for the most negative item. The respondent marked all statements that represented the individual's reaction to the workshop. The mean weight for all responses was computed and compared with the weights for the statements to determine the participants' assessment of the workshop.

The teachers who participated in the Memphis CLUE Workshop during the Summer of 1972 also responded to the Teacher Evaluation of Training Program Scale. The scale was developed specifically for evaluating the workshop. The instrument solicits the participants' assessment of the consultants, instructional films, program philosophy, daily training sessions, CLUE staff assistance, outside readings, assignments, content, and overall evaluation. The response choices for the part of the scale dealing with consultants, instructional films, and overall evaluation are "excellent," "good," "fair," and "poor." For the other parts of the scale, the response choices are "strongly agree," "agree somewhat," "undecided," "disagree somewhat," and "strongly disagree." The number and percentage of responses for each option were computed for each item on the scale. Comments were also invited concerning strengths, weaknesses, and suggested changes related to the workshop. The comments were compiled and reported in an appendix.

The student Self-Evaluation Scale was administered to project students in May, 1973. The scale is composed of two items representing potential benefits that students might gain from participation in the program. The response choices for each item are "Yes," "Sometimes," and "No." The scale also provides for student comments about the program. The replies to the structured-response items were tabulated for the purpose of reporting the frequency and percentage of each type of response for each item. The narrative responses were summarized in tabular form. Representative comments were incorporated into the text.

The Parent Evaluation Questionnaire was completed by parents of project students during January - February, 1973, to report their assessment of the program. Two forms of the questionnaire were developed. One form utilized a structured-response format to determine parents' sources of project information, observations of changes in the behavior of project students, children's enjoyment of the program, and general assessment of the program. The other form utilized an open-end format to solicit parents' reactions to the program. The answers to the structured-response were tabulated and percentages were computed for the categories. The narrative responses were synthesized and presented in tabular form. Illustrative comments were selected for presentation in the text of the report.

The information that was collected with the instruments is presented in the next section of the evaluation report.

FINDINGS

The results related to the evaluation of the Memphis CLUE Program for 1972-73 are organized to reflect the two facets of the program goal: identification of academically talented students and effects of the program on the participants. Both narrative and statistical information are utilized in reporting the findings.

Identification of gifted children

The identification of academically talented children is a complex process that is difficult because these children have the same basic needs as other children. Along with their above-average I.Q., they are often socially, emotionally, and physically more advanced than their age peers. Because of their advanced development in one or more of these areas, the need for reinforcement and understanding when the child is experiencing difficulty is frequently overlooked.

Many errors in judgment are a result of the misconception of how the gifted student should act. Although many fit the stereotype of being enthusiastic, willing, and cooperative, many do not. The child who is an "over-achiever" or "teacher-pleaser" may appear to be gifted, while the gifted, rowdy, non-conformist is thought of as a behavior problem with very little future potential. The undesirable behavior exhibited by some students may be a negative response to a dull classroom environment. The gifted student's desire for excellence may not allow him to risk a mediocre or less than first-rate performance. This unwillingness to attempt a response, unless assured of success, may create anxieties and frustrations that are manifested by overt rebellion or withdrawal from the situation. Thus, it is necessary to study the whole child, his learning characteristics, motivation, creativity, and leadership ability rather than only intelligence as measured by standardized tests.

Since there is a continuing debate on the validity of intelligence tests, it would appear that other types of information about students should be utilized to identify gifted students. Standardized test scores, with emphasis on reading achievement scores and group intelligence test scores, are used in the Memphis CLUE Program to help determine "giftedness". In addition to these formal means of identification, a high priority is given to teacher recommendations. Teacher judgment of student ability is obtained through the use of the Scale for Rating Behavioral Characteristics of Superior Students (Appendix A) and a series of open-ended statements completed by the classroom teacher. Each item on the Rating Scale has been drawn from previous studies on the identification of gifted students and includes negative as well as positive personality characteristics in each of the four areas: learning, motivation, creativity, and leadership. Data collected from several sources substantiate the reliability and validity of the instrument.

The method of identification of students in the Memphis program for gifted and talented takes into account the following:

1. Group intelligence scores, based on each school's median I.Q.

   Test results used include the Kuhlman-Finch given at the third grade level and the Lorge-Thorndike given at the fifth grade level. Students scoring 15 points above the school median are included in the pool for consideration.

2. Standardized achievement test scores in reading

   Students reading two grade levels above their school median are also included in the pool.

3. Teacher and principal recommendations

   A high priority is given these recommendations. All students in the pool are evaluated by their teachers through the use of the Scale for Rating Behavioral Characteristics of Superior Students. Teachers may recommend any student they wish to have considered, regardless of reading or I.Q. scores.

This identification procedure is the result of three years of review and utilization of alternatives. The procedure will be used in the Memphis CLUE Program as it is continued by the Memphis City Schools.

Torrance Tests of Creative Thinking

The results from the administration of the Torrance Tests of Creative Thinking (Form A) to project students are depicted in Table 1. Data were collected for 57 students of which 21 were fourth grade students, 34 were fifth grade students, and 2 were sixth grade students.

Table 1

Mean T-Scores for Students on the Torrance Tests of Creative Thinking (Form A) by Grade

Grade	Number of Students	Mean
4	21	55.57
5	34	58.25
6	2	60.00
Total	57	57.32

The T-score that was obtained for each student is a standardized score which utilizes a mean of 50 and a standard deviation of 10. The T-score mean for fourth grade students was about .6 standard deviation above the norm population mean. The fifth grade students, the obtained T-score mean exceeded the norm population mean by .8 standard deviation. The T-score mean for sixth grade students was 1 standard deviation above the mean for the norm population. For the composite group, the project students score .7 standard deviation above the norm population mean.

The T-score means for the the three grade groups reveal a progressive increase as the grade level of students increases. This finding differs from the generally recognized trend which indicates that the level of creativity among students tends to remain constant or regress during the intermediate grades. While the data reveals that project students score higher than the norm population at the time of project entry, there is a consistent increase as students participate in the project from year to year. This finding suggests that the project has a positive effect on the development of the creative ability of participants.

Student Self-Evaluation Scale

The Student Self-Evaluation Scale was completed by 488 students who were participating in the Memphis CLUE Program. The frequency and percentage distributions of the responses to each item are presented in Table 2.

The responses of students concerning benefits attributable to the program revealed that eight of the twenty items had a "yes" response rate of greater than 80 per cent. The percentage of students who chose the "yes" response was between 70 and 80 for seven items, between 60 and 70 for three items, 51 for one item, and 36 for one item.

The self-evaluation by students indicated that many students perceived positive benefits accruing from their participation in the program. Among the most positive perceptions were that they had learned both to work with others and to work independently. They felt that they had developed their thinking skills, research skills, and a greater variety of problem-solving approaches. A wider range of interests were developed and new ideas were acquired as viewed by students. They also felt that they had developed more positive views of their own abilities.

Table 2

Frequency and Percentage Distribution of Responses
to the Student Self-Evaluation Scale by Item

(N=488)

ITEM	RESPONSE					
	Yes		Sometimes		No	
	N	Per Cent	N	Per Cent	N	Per Cent
1. Can think better	419	85.9	64	13.1	5	1.0
2. Can recognize some propaganda techniques	357	73.2	123	25.2	8	1.6
3. More willing to participate in discussions	388	79.5	90	18.4	10	2.0
4. Learned to accept other people's opinion	376	77.0	108	22.1	4	.8
5. Learned to accept criticism	320	65.6	154	31.6	14	2.9
6. Learned to work with others	436	89.3	49	10.0	3	.6
7. Developed wider range of interests	408	83.6	68	13.9	12	2.5
8. Acquired new ideas	410	84.0	72	14.8	6	1.2
9. Developed skills in interviewing	250	51.2	116	23.8	122	25.0
10. Developed skills in research	401	82.2	70	14.3	17	3.5
11. Learned to work independently	409	83.8	71	14.5	8	1.6
12. Learned to contribute ideas	373	76.4	108	22.1	7	1.4
13. Learned different approaches to solving problems	408	83.6	75	15.4	5	1.0
14. Learned to organize myself	325	66.6	148	30.3	15	3.1
15. Can initiate projects	345	70.7	128	26.2	15	3.1
16. Can predict outcomes	177	36.3	252	51.6	59	12.1
17. Developed better self-discipline	364	74.6	101	20.7	23	4.7
18. Developed better opinion of my abilities	405	83.0	67	13.7	16	3.3
19. Developed different point of view	335	68.6	127	26.0	26	5.3
20. Developed greater maturity	379	77.7	87	17.8	22	4.5

The percentage of students who chose the "no" response to the item ranged from .6 to 25.0, with most of the percentages being very low. The area of least progress as perceived by students was in the development of interviewing skills. Predicting outcomes received the second largest percentage of "no" responses.

A random sample of 100 students was selected from the 488 students who responded to the Student Self-Evaluation Scale for the purpose of summarizing their comments about the project. The results are depicted in Table 3.

General comments favorable to the program were made with the greatest frequency. These statements related to enjoying the program and learning new things. Specific types of activities such as projects, field trips, and mini-courses were mentioned relatively frequently by students. Other comments focused on developing intellectual and interpersonal skills as well as a sense of responsibility and independence. The students were also complimentary of the teachers.

Representative comments of students are as follows:

> "I think CLUE is a great project. It has helped me to speak what I feel and to think better by stretching my brain."

> "CLUE has helped me in some of the difficult problems in life. If CLUE was not here, I would be in a dark alley with nothing to do. We need CLUE to help people so the world can be a better place."

> "(My Teacher) is a great teacher. She has helped us a lot. CLUE has helped me 'use my brain'. My regular teacher always asks me what I learned in CLUE. When I tell her, she is impressed. She always has something good to say about CLUE."

> "I thought CLUE was a very rewarding experience. I'm glad I was fortunate enough to be in this worthwhile program."

> "I think CLUE is a wonderful opportunity to learn and understand things better and to be on your own."

Table 3

Tabulation of Students' Comments from the Student Self-Evaluation Scale

(N=100)

CATEGORY	FREQUENCY
Learned lots of things	24
Enjoyable	24
Projects	16
Field trips	16
Teacher helpful	14
Mini-courses	10
Improved communication with other students	10
More effective use of the mind	9
Development of problem-solving skills	8
Development of independence/responsibility	8
More able to express ideas	8
Program better than regular school	8
Could not study things not known already	3
Continue program	9
No comment	14

> "It is my opinion that the three years I have been in CLUE have helped me very much in working independently as well as with others. It has helped me also in developing many more skills in various types of thinking, and I think future students would be much more educated if regular school was more like CLUE."
>
> "I think CLUE was a great change of pace from our regular boring classes. We studied more things in CLUE and we got to express our ideas freely."
>
> "I feel that CLUE has helped my ability to think and have many ideas about things."
>
> "I really think CLUE has helped form my personality. CLUE has fun things that help you learn. CLUE has helped me gain friends. Now I'm not so shy. In CLUE I can say what I want to say and know I won't get in trouble."
>
> "CLUE has given me the ability to do things on my own without a teacher standing over me to tell me what to do and what not to do."
>
> "I like CLUE very much and I hope we have it next year."
>
> "I think CLUE was fun. It was different from school. I really loved it."
>
> "CLUE helps us learn while we have fun."
>
> "I think CLUE is just perfect!!!"
>
> "I enjoyed myself immensely and wish 7th grade CLUE was more widespread."

The composite view of students was that they gained many benefits from participation in the Memphis CLUE Program. The students perceived that academic, intellectual, social, and personal development resulted from program activities. As perceived by students, the program has a positive effect in developing the capabilities of gifted children.

Parent Evaluation Questionnaire

A total of 283 parents responded to the structured-response form of the Parent Evaluation Questionnaire. The distribution of responses for each item is contained in Table 4. Both frequencies and percentages are reported.

Table 4

Number and Percentage of Responses to the
Parent Evaluation Questionnaire by Item

(N=283)

Sources of information about the Project CLUE program for the gifted

	N	Per Cent
Conference	60	21.2
Parents' Meeting	46	16.3
Principal	147	51.9
Brochure	169	59.7
Newsletter	164	58.0
Newspaper	38	13.4
Radio-TV	19	6.7

Have you discussed the program with the seminar teacher?

	N	Per Cent
Yes	172	60.8
No	79	35.0
No response	12	4.2

Parents' observation about project students:

	N	Per Cent
(a) Developed an interest in subjects not taught in regular school	268	94.7
(b) Shown a greater interest in the world about him	220	77.7
(c) Developed a better attitude about his own ability	207	73.1
(d) Benefited a great deal from the program	252	89.0
(e) Indicated a definite dislike for the program	3	1.0
(f) Shown an improvement in his thinking ability	216	76.3
(g) Developed organizational ability	158	55.8

Table 4
(cont'd)

Does your child seem to enjoy the program?

	N	Per Cent
Yes	275	97.2
No	3	1.0
No response	5	1.8

Generally, what would be your assessment of the program?

	N	Per Cent
Excellent	218	77.0
Good	59	20.8
Fair	0	0.0
Poor	0	0.0
No response	6	2.1

The major sources of parents' information about the program were the project brochure, periodic project newsletter, school principals and project teachers. Meetings and the news media also supplied some project information. About two-fifths of the parents indicated that they had disucssed the project with seminar teachers.

Parents' observations of project students were reported with respect to six positive factors and one negative factor. The parents were almost unanimous in their perceptions that students developed an interest in subjects not taught in the regular school curriculum. The responses also indicated that students expanded their interest in the world about them, improved their thinking and organizational abilities, and developed a better self-concept. Only one per cent of the parents detected a definite dislike for the program by students.

Almost all parents reported that their children seemed to enjoy the Memphis CLUE Program. On a four-choice response scale "excellent," "good," "fair," and "poor," all parents rated the program as "excellent" or "good." These responses reflect a highly favorable view of the program by parents.

The tabulation of the responses of 91 parents who completed the open-end response form of the Parent Evaluation Questionnaire are presented in Table 5. This open-end form was given to parents of students who have been in the program 2 or 3 years. More than half of the respondents commented generally to the effect that the program is excellent or valuable. Almost one-third of the parents made reference to the program being interesting and enjoyable to students. Others mentioned factors such as the variety and effectiveness of the experiences provided for students. The development of creativity and confidence of students was pointed out. Specific types of activities and teacher-student relationships were also cited.

Table 5

Tabulation of Parents' Comments from the Parent Evaluation Questionnaire

(N=91)

Category	FREQUENCY
Program excellent, valuable	49
Program interesting, enjoyable	27
Trips interesting	14
Good variety of learning experiences	11
Program informative, instructional, effective	9
Stimulating, creativity encouraged	7
Confidence and independence developed	7
Teacher-student relationship good	5
Mini-courses interesting	3
Child helped very much	3
Relaxed, informal classroom climate	1
Need more variety	1
Lack of enthusiam by student	1
Too much emphasis on orderly, neat work	1

The comments of parents concerning the Memphis CLUE Program are exemplified by the following quotations:

> "I appreciate the efforts made to stimulate each child's mind and to teach creativity, logic, group discussion, and consideration for another's opinion. It will be exciting to see the results and rewards of CLUE in the childrens' lives in future years."
>
> "Our child always seems to enjoy her CLUE classes. There seems to be enough variety to keep the children interested all the time."
>
> "We think the CLUE program is one of the best things in the public school system."
>
> "It would be great to have CLUE in junior high also!"
>
> "We think that CLUE is very informative, instructional, and effective, and should be continued. It has increased our daughter's abilities in so many ways."
>
> "My child seems to have learned a lot from the projects and activities."
>
> "It gives the children opportunity to use their own ideas and express their feelings."
>
> "My child enjoys CLUE very much, especially the trips to interesting places. Have more independent projects with less supervision."
>
> "CLUE is the highlight of school for the children involved that I know."
>
> "We're very pleased with the program. Please plan something for the bright children who are entering junior high whose parents are choosing to keep them in public school!!!"
>
> "My child learned much and 'grew up' a lot during the last year in CLUE. This year I saw his confidence developing. Also,he chooses a wider range of subjects to study."
>
> "Our child - a 5th grade boy - is always eager to go to CLUE class and comes home wanting to talk about it."
>
> "This year's program seems to have been the best so far."

> "Thank you for giving our child a real interest in education."
>
> "We strongly support the CLUE program and hope to see it improved if it is kept in our public school system."

As a group, the parents of project children offer a highly favorable perception of the program's effects on students. They appeared to have been quite well informed about the program. Their responses to the questionnaire suggest a strong endorsement of the program and its continuation in the Memphis City Schools.

Teacher Evaluation of Training Program Scale

The responses of 14 participants from the teacher training workshop held during the Summer of 1972 are summarized for the Teacher Evaluation of Training Program Scale in Table 6. The workshop was conducted under joint sponsorship of the Memphis CLUE Program and Memphis State University for a period of six weeks.

The consultants and instructional films used in the workshop were rated on a four point scale: "excellent," "good," "fair," and "poor." All of the consultants received positive ratings. The rank order from highest to lowest rating was Dr. Gold, Dr. Gilliland, Mr. Pruett, and Mr. Turnbull. The participants reacted somewhat positively to the slide-tape presentations on behavioral objectives but slightly negatively to the films on effective questioning techniques.

The content and procedures utilized in the workshop were analyzed with parts 3-8 of the scale. Responses were based on a five-point scale. The participants reported a high degree of success by the workshop staff in providing an understanding of the philosophy of the program for the gifted. The daily training sessions were judged beneficial in developing participants' insights regarding group dynamic activities, group discussions, mini-courses, thinking and problem-solving activities, creative activities, use of media, and independent projects.

The Memphis CLUE staff was viewed as helpful in their classroom demonstrations and the assistance provided to participants in dealing with classroom problems. Assignments to produce sample activities were rated somewhat positively while outside readings were regarded as having slightly less value. All ratings of the workshop course content were "good" or "excellent."

The overall evaluation of the workshop was highly positive. Thirteen of the fourteen respondents gave it an "excellent" rating. The time devoted to the workshop was about right as reflected by the ratings. All participants reported that they learned new ideas for incorporation into their classroom instruction.

The participants' comments on strengths, weaknesses, and suggested changes relative to the workshop are contained in Appendix B. They provide further corroboration of the results from the structured-response items.

Table 6

Frequency and Percentage Distributions of Responses to the Teacher Evaluation of Training Program Scale

(N=14)

I. Consultants

	Excellent	Good	Fair	Poor
A. Dr. Marvin Gold				
N	9	4	1	
Per cent	64.29%	28.57%	7.14%	
B. Mr. Richard Turnbull				
N	3	7	4	
Per cent	21.43%	50%	28.57%	
C. Dr. Burl Gilliland				
N	6	7	1	
Per cent	42.86%	50%	7.14%	
D. Mr. Stan Pruett				
N	3	9	2	
Per cent	21.43%	64.29%	14.29%	

II. Instruction

	Excellent	Good	Fair	Poor
A. Slide - Tape (Behavioral Objectives)				
N	3	7	3	1
Per cent	21.43%	50%	21.43%	7.14%
B. Films - (Effective Questioning Techniques)				
N	1	6	5	2
Per cent	7.14%	42.86%	35.71%	14.29%

Table 6

TEACHER EVALUATION OF TRAINING PROGRAM
(Continued)

Response Scale for items III through VIII:

5 - Strongly Agree

4 - Agree Somewhat or Above Average

3 - Undecided or Average

2 - Disagree Somewhat

1 - Strongly Disagree

III. Philosophy

A. The first two week's training session provided an adequate background for developing a philosophy for working with gifted students.

	5	4	3	2	1
N	4	9	0	1	0
Per cent	28.57%	64.29%	0%	7.14%	0%

B. The CLUE staff provided instructions and materials to prepare me for working with the gifted.

	5	4	3	2	1
N	12	2	0	0	0
Per cent	85.71%	14.29%	0%	0%	0%

IV. Daily Training Session

A. The CLUE staff's demonstration of group dynamic activities gave me new insights into using this type of activity with my students.

	5	4	3	2	1
N	12	1	1	0	0
Per cent	85.71%	7.14%	7.14%	0%	0%

B. The demonstrations of different types of group discussions increased my skill in conducting group discussions.

	5	4	3	2	1
N	7	6	1	0	0
Per cent	50%	42.86%	7.14%	0%	0%

Table 6

TEACHER EVALUATION TRAINING PROGRAM
(Continued)

C. The introduction and development of mini-courses gave me practical experience in utilizing the discovery method of my teaching.

	5	4	3	2	1
N	4	9	1	0	0
Per cent	28.57%	64.29%	7.14%	0%	0%

D. The thinking and problem-solving activities have helped change some of my ideas about teaching.

	5	4	3	2	1
N	6	6	1	1	0
Per cent	42.86%	42.86%	7.14%	7.14%	0%

E. The creative activities which emphasized thinking skill development can be put to good use in teaching gifted students.

	5	4	3	2	1
N	13	1	0	0	0
Per cent	92.86%	7.14%	0%	0%	0%

F. I now have a better understanding of how to use media in teaching.

	5	4	3	2	1
N	7	7	0	0	0
Per cent	50%	50%	0%	0%	0%

G. Independent projects should definitely be used with gifted students.

	5	4	3	2	1
N	12	2	0	0	0
Per cent	85.71%	14.29%	0%	0%	0%

Table 6

TEACHER EVALUATION OF TRAINING PROGRAM
(Continued)

V. CLUE Staff

A. The CLUE staff has assisted me with specific problems within my CLUE classroom.

	5	4	3	2	1
N	7	7	0	0	0
Per cent	50%	50%	0%	0%	0%

B. The demonstrations in the classroom have been effective.

	5	4	3	2	1
N	9	3	2	0	0
Per cent	64.29%	21.43%	14.29%	0%	0%

VI. Outside Readings

A. The assigned readings were pertinent and worthwhile.

	5	4	3	2	1
N	4	8	1	1	0
Per cent	28.57%	57.14%	7.14%	7.14%	0%

VII. Assignments

A. Assignments such as preparing an etymology lesson, a creative activity, and a mini-course outline gave me practical experience in translating theory concerning gifted curriculum into tangible experience.

	5	4	3	2	1
N	5	8	1	0	0
Per cent	35.71%	57.14%	7.14%	0%	0%

VIII. Content

A. The content of this course prepared me to work with gifted students.

	5	4	3	2	1
N	7	7	0	0	0
Per cent	50%	50%	0%	0%	0%

Table 6

TEACHER EVALUATION OF TRAINING PROGRAM
(Continued)

IX. Overall Evaluation

A. My overall evaluation of this workshop is:

	Excellent	Good	Fair	Poor
N	13	1	0	0
Per cent	92.86%	7.14%	0%	0%

B. The amount of time devoted to the training session was:

	Too Much	About Right	Too Little
N	0	13	1
Per cent	0%	92.86%	7.14%

C. During this six-week training course, did you learn new ideas to incorporate into your curriculum.

	Yes	No
N	14	0
Per cent	100%	0%

Kropp - Verner Scale

The Kropp-Verner Scale was completed by 13 participants of the teacher training workshop. The data and results of the analysis are contained in Table 7.

The 13 respondents checked eighty-five statements on the scale, resulting in a mean of 6.54 responses per person. Using the weighted values for the statements, the weighted mean rating for the workshop was 2.96. The range of possible values is 1.13 (most positive) to 10.89 (most negative) with a median value of 6.40. The mean rating of 2.96 placed the workshop rating between statements four and five on the scale. This indicates that there are sixteen less favorable statements on the scale than the workshop rating mean rating and only four more favorable statements. Consequently, it can be concluded that the workshop received a very positive rating by the participants.

Table 7

Frequency Distribution of Responses and Summary Data for the Kropp-Verner Scale

Statement	Frequency
1. It was one of the most rewarding experiences I have ever had.	11
2. Exactly what I wanted.	10
3. I hope we can have another one in the near future.	12
4. It provided the kind of experience that I can apply to my own situation.	13
5. It helped me personally.	13
6. It solved some problems for me.	9
7. I think it served its purpose.	11
8. It had some merits.	3
9. It was fair.	3
10. It was neither very good nor very poor.	0
11. I was mildly disappointed.	0
12. It was not exactly what I needed.	0
13. It was too general.	0
14. I am not taking any new ideas away.	0
15. It didn't hold my interest.	0
16. It was much too superficial.	0
17. I leave dissatisfied.	0
18. It was very poorly planned.	0
19. I didn't learn a thing.	0
20. It was a complete waste of time.	0
Total Responses	85
Number Respondents	13
Average Number Respondents	6.54
Mean Response Value	2.96

CONCLUSIONS

The information that was collected and analyzed for the 1972-73 evaluation of the Memphis CLUE Program provides the basis for the conclusions regarding the program's impact. Students, teachers, parents, and project personnel participated in the various facets of the data collection effort.

A difficult problem which has been addressed by the project staff is the selection of an appropriate procedure for identifying academically talented children. After an extensive search of the relevant literature, alternative procedures have been tested in the project. The strategy employed during 1972-73 seems to be an effective means of performing the identification of gifted children. The procedure utilizes the Kuhlman-Finch Intelligence Test with third grade students and the Lorge-Thorndike Intelligence Test with fifth grade students, standardized reading achievement test scores, and a behavioral characteristics rating scale for superior students. Provision is made for teachers to refer any student who may possibly be eligible for the program.

Students perceive that their participation in the Memphis CLUE Program has produced highly favorable effects for them. They report that it contributes to the development of academic, intellectual, social, and personal qualities. Data from the student evaluation and the Torrance Tests of Creative Thinking suggest that students' creative talents are developed as a result of program activities. Subjective comments by students confirm that they find the program interesting, stimulating, and beneficial.

The parents of project students reflect a high degree of satisfaction with the program's effectiveness. They perceive positive changes with respect to students' mental functioning, self confidence, and interest in subjects which are not taught in the regular curriculum. Parents indicate that their children enjoy the program and give it an excellent rating. It is apparent that there is strong parental support for the continuation and expansion of the program.

The experience gained in providing inservice training for seminar teachers during the early phase of the program served as a basis for developing a teacher training workshop which was implemented by the project and Memphis State University during the Summer of 1972. The workshop evaluation data suggests that the effort was very successful in preparing teachers to work with gifted students. The participants were highly favorable in their ratings of most facets of the workshop. This strategy provides a means of preparing an increasing number of teachers to develop the potential of academically talented students.

The composite results of the evaluation of the Memphis CLUE Program for 1972-73 are very favorable. There is ample evidence that the program has been well received by students and parents. The effectiveness of the program further suggests that seminar teachers have been successful in more adequately meeting the needs of gifted students and developing their capabilities through implementation of the program strategy.

APPENDIX A

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Memphis Component

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Joseph S. Renzulli/Robert K. Hartman

Name ______________________ School ______________ Date ________

Part I: Learning Characteristics	1*	2	3	4
1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.	___	___	___	___
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).	___	___	___	___
3. Has quick mastery and recall of factual information.	___	___	___	___
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick".	___	___	___	___
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.	___	___	___	___
6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.	___	___	___	___
7. Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.	___	___	___	___
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.	___	___	___	___
Column Total	___	___	___	___
Weight	___	___	___	___
Weighted Column Total	___	___	___	___
Total	______________			

*1 - Seldom or never
2 - Occasionally
3 - Considerably
4 - Almost always

Part II: Motivational Characteristics

	1*	2	3	4
1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.)	___	___	___	___
2. Is easily bored with routine tasks.	___	___	___	___
3. Needs little external motivation to follow through in work that initially excites him.	___	___	___	___
4. Strives toward perfection; is self critical; is not easily satisfied with his own speed or products.	___	___	___	___
5. Prefers to work independently; requires little direction from teachers.	___	___	___	___
6. Is interested in many "adult" problems such as religion, politics, sex, race - more than usual for age level.	___	___	___	___
7. Often is self assertive (sometimes even aggressive); stubborn in his beliefs.	___	___	___	___
8. Likes to organize and bring structure to things, people, and situations.	___	___	___	___
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.	___	___	___	___
Column Total	___	___	___	___
Weight	___	___	___	___
Weighted Column Total	___	___	___	___

Total ______________

*1 - Seldom or never
2 - Occasionally
3 - Considerably
4 - Almost always

Part III: Creativity Characteristics

	1*	2	3	4
1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	___	___	___	___
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses.	___	___	___	___
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.	___	___	___	___
4. Is a high risk taker; is adventurous and speculative.	___	___	___	___
5. Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if ... "); manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving, and modifying institutions, objects, and systems.	___	___	___	___
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	___	___	___	___
7. Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity.	___	___	___	___
8. Is sensitive to beauty; attends to aesthetic characteristics of things.	___	___	___	___
9. Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.	___	___	___	___
10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.	___	___	___	___
Column Total	___	___	___	___
Weight	___	___	___	___
Weighted Column Total	___	___	___	___

Total ______________

*1 - Seldom or never
2 - Occasionally
3 - Considerably
4 - Almost always

Part IV: Leadership Characteristics

	1*	2	3	4
1. Carries responsibility well; can be counted on to do what he has promised and usually does it well.				
2. Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.				
3. Seems to be well liked by his classmates.				
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.				
5. Can express himself well; has good verbal facility and is usually well understood.				
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.				
7. Seems to enjoy being around other people; is sociable and prefers not to be alone.				
8. Tends to dominate others when they are around; generally directs the activity in which he is involved.				
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is.				
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.				
Column Total				
Weight				
Weighted Column Total				
Total				

*1 - Seldom or never
2 - Occasionally
3 - Considerably
4 - Almost always

APPENDIX B

COMMENTS FROM THE TEACHER EVALUATION OF TRAINING PROGRAM SCALE

COMMENTS FROM THE TEACHER EVALUATION OF TRAINING PROGRAM SCALE

A. Suggestions I would make for future laboratory-training courses are:

Start or introduce the independent projects sooner.

CLUE staff make their own films. Ideas on how to fit material to individual needs.

An introduction of the mechanical equipment at an earlier date and possibly a brief overview at the beginning of the course. The models did not really serve their purpose.

Since I so thoroughly enjoyed this experience, I would only say have more of the same--just enlarge on it!

Introduce independent projects to the teachers in training somewhat sooner. Five weeks was not enough time to develop independent projects since the children did not begin these until two weeks later.

Teachers rotate among classes in order to interact with children of ability levels other than her assigned group.

If at all possible, more time should be provided for working with the children. I feel as if I'm just now learning the personalities and interests of the children. (6 weeks with the children instead of 5 weeks.)

Perhaps add an additional hour for development. It would also be helpful to have longer to work with the children--5 weeks is so short!

I believe that teachers could begin their teaching with more confidence if they could see more demonstrations with gifted children (before beginning their teaching).

More emphasis on the specific as well as the general objectives. More time to discuss what we have accomplished from day to day.

Make teachers more responsible for teaching group activities within course. Could present group-effect activities (way of sharing more).

None-None-None! You were too good to be suggested something else to do. Only one--please include me next year.

More activities demonstrated by staff.

Please don't stop on July 14th. Continue to use us in CLUE training sessions or have a monthly mailing of new ideas. This is really just a beginning.

B. The thing I liked most about this course was:

Working with the CLUE group. I feel like the twenty-two people really are special and I'm looking forward to continuing our friendship.

Viewing films.

It gave me something that I can take back and use for years and years to come.

The interaction and the group as a team.

The enthusiastic manner in which activities were presented and conducted by the CLUE staff.

The opportunity to learn new methods of teaching and utilize these methods within a short period of time.

That it stimulated me mentally and motivated me to go beyond the basic requirements and with no feeling of pressure from other sources.

The freedom given us to try out ideas of our own. The CLUE philosophy was projected into our training, also.

The opportunity to practice the new ideas and methods I was exposed to, and hearing Dr. Gold and Dr. Turnbull.

Presentation of new ideas techniques to use with children. (brain teaser, logic, group dynamics.)

The ability and enthusiasm of the CLUE staff. (They inspired us by sharing with us.)

The new ideas that I will now apply to any other classes.

The interchange of ideas with cohorts and students.

A better understanding of dealing with the gifted; learning new activities and ideas to be used in the regular classroom.

C. The thing I disliked about this course was:

Not enough time to complete independent projects, research, etc.--the children as well as the students felt pressured.

Those "Effective Questioning" films and the little wooden chairs to sit in.

The lack of punctuality in the students (annoying--no big deal). The manner in which kids were selected (but I have no better ideas). Repetitious.

The fact that my outside readings took time away from my preparations for the children the next day. Possibly, the outside readings could have been shorter.

The transportation anxiety experienced in getting here every day. Otherwise, no gripe.

The outside reading. I got more from listening to and observing the CLUE staff in action than from reading the books.

The lack of time, and the fact that it's almost over!

Beginning so soon after school was out! No Holiday! I'm tired!

Being unsure as to how we were to write up our outside readings.

It's given me something that I can take back and use for years and years to come.

Viewing films.

We tried to do too much too fast with the students. I feel like I just covered the surface.

ADDITIONAL COMMENTS

I'm sure I'll be a better teacher from having worked with CLUE this summer. It has been about the most difficult thing I've done in education, but I wouldn't take anything for this training and experiences I have had.

Dr. Philpot and CLUE staff--this course has given me so much. I have found out some of my weaknesses and also my strengths. This was something else. First, the closeness of the group was excellent. The knowledge and experiences I have gained cannot be put on paper. I'm a better person as a result of this workshop, both mentally and emotionally. I just loved everything about it. I have learned so much, so very much, and believe me your training has not been in vain. I will spread the word as far as the width of the seas! I will tell it at the top of the highest mountain! Thank you, thank you, for letting little me become a part of big you!!!

More could have been done with creativity. Before someone can nurture creativity, they must be able to recognize it.

I feel so good because this course was so unlike any I ever had (thank goodness). It was like a shot in the arm. The children who participated in this program were not the only ones who profited from this workshop with its unusually fine members and its unique and unforgetable experiences!

I felt that this training course not only benefitted me as a teacher, but as a person. I have had the opportunity of being able to express my opinion and the feeling of freedom to try any new method. It hasn't even seemed like working, but more like fun!

I have been so delighted to be a part of this program and look forward to sharing experiences with my children and co-workers. I only wish that it was possible for all teachers to benefit from such experiences---expecially within a cooperative atmosphere of sharing with those experienced and those inexperienced.

I truly appreciate the opportunity to participate in this workshop. It has left me with an uneasy feeling about myself as a teacher; however, it has presented me with a great challenge. I am ready to make some changes in myself, and I will.

An excellent workshop-- I see the need for more flexibility and freedom within my classroom environment.

ADDITIONAL COMMENTS
(Continued)

I think more planned lunches at the first would have put people in a much more relaxed state of mind. During interchanges like this there has been more understanding of what the goals were and what others were experiencing. It also helped us to see the fun side of the CLUE staff.

Some training of this nature even if broken into components should be used with the other classroom teachers. The area of group dynamics among teachers needs help badly. How to teach children in a non-authoritarian way without feeling insecure is also needed in our in-service training area. Your philosophy in CLUE needs to be shared with our larger group of teachers. It is impossible for me to relate the benefits I have gained intellectually, socially and professionally from interacting with this group. Thank you for the opportunity.

If there is any way that all teachers in the Memphis City Schools could experience these activities, it would be very rewarding for the students in our schools.

There should be some follow-up if possible. Things that we did were exciting and I dislike the idea of leaving the presence of the CLUE staff to return to a less professional environment. I would like an opportunity to attend a workshop for professional growth points a few times a month each year.

NASHVILLE COMPONENT

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INTRODUCTION

A genuine desire to discover methods for solving problems common to urban education motivated concerned individuals within the four major school systems of Tennessee to design and implement Project CLUE (Cooperative Leadership for Urban Education). The systems participating in the project are Memphis, Nashville, Chattanooga, and Knoxville. These systems have functioned individually and collectively to achieve the general objective of Project CLUE "to develop cooperatively a model for achieving the involvement of urban students in learning strategies that will change student apathy into positive action and channel student activism into responsible accomplishment."

During the first ten months of the project, each participating component designed its own strategy for involving urban students actively in educational experiences rather than as only consumers of information. The strategies were implemented and subsequently refined during the next two years. The premise of the project is that the simultaneous operation of the four individual component models, combined with successful cooperative interaction through cross-component sharing of different component program facets, will produce a model that other urban cities can utilize in cooperatively attacking problems common to their school systems.

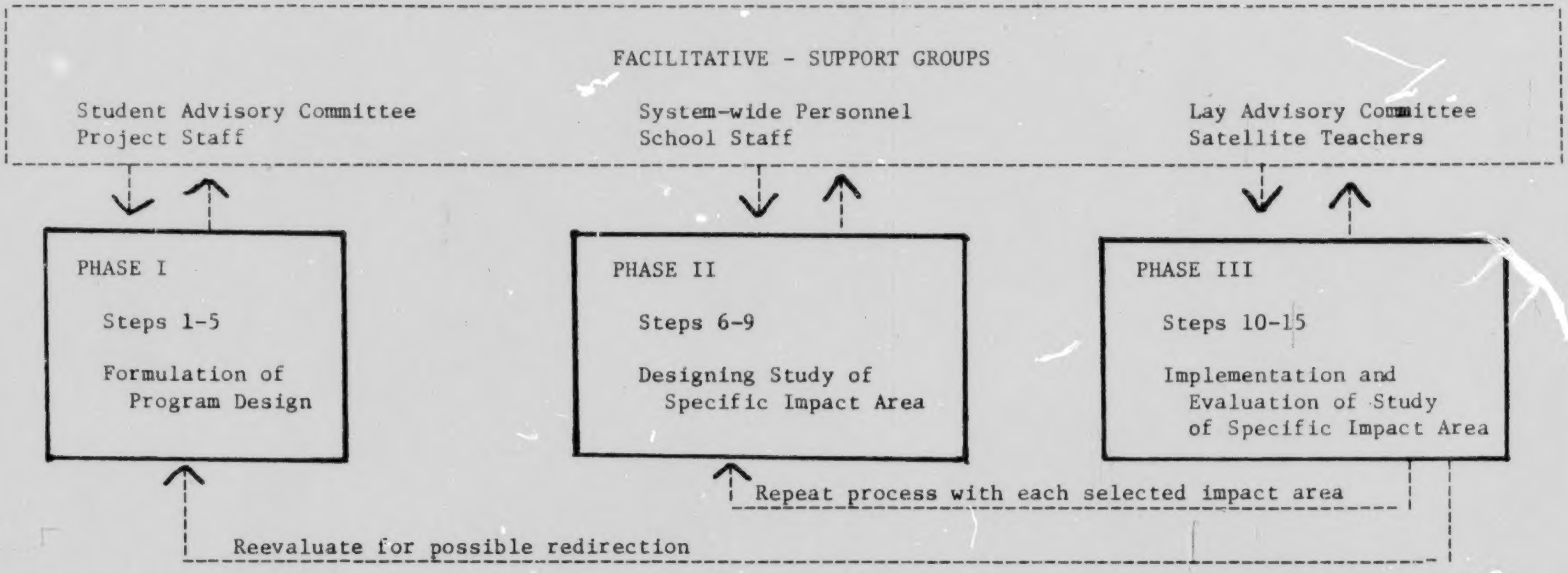
Using the social studies curriculum as its vehicle, the Nashville component designed and implemented its "Mod One" program with the purpose of assisting urban students, ages 9 to 15, in developing specific skills and understandings necessary for constructive interaction with the urban environment. The learning strategies employed focus primarily on the individual student and his interaction and involvement in the school and the community. The program aims at facilitating a maximum student growth at both cognitive and affective levels. By expanding the walls of the classroom to include the environs of the city, a diverse multitude of learning experiences are provided for student participants. Such an approach allows selected locations in the city to serve as satellite classrooms and to become the living textbook for the social studies curriculum. The purpose for utilizing the laboratory approach is to provide students with firsthand investigation of selected facets of the city and furnish them with valuable educational experiences.

A two-member mobile assistance team functions in facilitating the Mod One program. Under the direct guidance of the component coordinator, the members of this team visit the participating schools and assist project teachers in progressing through the various facets of the program. The utilization of the mobile team provides project teachers with on-site support and assistance for implementing the Nashville component of Project CLUE.

Since the inception of Project CLUE, different schools in Nashville have been involved in the Mod One program; however, two schools served as centers for the 1972-73 school year. These are Ewing Park Junior High School and Waverly-Belmont Elementary School. All students in Waverly-Belmont and six hundred students in Ewing Park participated in the 1972-73 Mod One program. The evaluation report for the 1972-73 school year focuses on these 900 students - grades 5 and 6 at Waverly-Belmont and grades 7 and 8 at Ewing Park.

The basic design utilized in presenting the evaluation of the 1972-73 Nashville Component program is as follows.

PROCESS MODEL FOR STUDENT INVOLVEMENT UTILIZING TASK GROUPS AS A BASIC ORGANIZATIONAL STRATEGY


FACILITATIVE - SUPPORT GROUPS
Student Advisory Committee
Project Staff
System-wide Personnel
School Staff
Lay Advisory Committee
Satellite Teachers
PHASE I
Steps 1-5
Formulation of Program Design
PHASE II
Steps 6-9
Designing Study of Specific Impact Area
PHASE III
Steps 10-15
Implementation and Evaluation of Study of Specific Impact Area
Repeat process with each selected impact area
Reevaluate for possible redirection

*Phase I - Formulation of Design

Step 1. Share information about cities
Step 2. Identify basic concerns
Step 3. Refine basic problems to comprise program design
Step 4. Categorize related problems into impact areas
Step 5. Identify initial problems within an impact area for study

Phase II - Designing Study of Specific Impact Area

Step 6. Identify present knowledge, objectives and information sources
Step 7. Generate satellite classroom options
Step 8. Practice data-gathering skills
Step 9. Indicate preference among options for indepth study

Phase III - Implementation and Evaluation of Study of Specific Impact Area

Step 10. Organize groups for indepth study of chosen options
Step 11. Identify present knowledge, objectives and information sources related to specific options
Step 12. Plan, evaluate, carry out activities
Step 13. Gather data at satellite classrooms
Step 14. Share findings
Step 15. Cooperative evaluation of content and group process

*Each phase is developed by students working in task groups whose membership regroups as the task changes.

OBJECTIVES

The basic aim of Nashville program is to assist students in developing skills that enhance their ability to interact intelligently with their urban environment and to function responsibily in a participatory democracy. The stated component goal is "to achieve the positive involvement of urban students, ages nine through fifteen, in learning strategies which capitalize on the factors comprising the urban environment as a basis for the social studies curriculum."

Specific student-oriented objectives were developed for the component program in order to further broaden the base and to provide specificity to the primary project goal and the program goal. The set of student objectives for the component correlates directly with the strategy selected for implementation by the component. The Nashville student-oriented objectives are:

1. A student will develop skills in collecting data pertinent to a problem, analyzing these data, and utilizing them as bases for decision-making.
2. A student will be able to respond effectively to alternative problem solutions.
3. A student will develop skills in recognizing limiting and facilitating factors in decision-making.
4. A student will acquire skill for interacting with both individuals and groups in terms of a prescribed goal.
5. A student will develop his capability for selection and utilization of appropriate persons in the decision-making process.

6. A student will be able to apply the skills acquired in the study of his immediate urban environment to similar problems in other geographis areas.
7. A student will improve his attitude toward social studies.
8. A student will apply learning skills independently.

These objectives provide a framework for the selection of the program activities and serve as a basis for evaluating the program.

INSTRUMENTS AND DATA COLLECTION

Two data collecting methods were utilized in evaluating the 1972-73 Nashville component program of Project CLUE. They included structured instruments administered to designated population groups, and accumulative records on program activities maintained by project staff members. All instruments that were used in the evaluation were developed or adapted by the staff of the Bureau of Educational Research, Memphis State University, in consultation with the Nashville component staff.

The evaluative data sources can be grouped by type of sampling unit to which each data source applies. These units are students, school personnel and parents, and class groups. The following discussion of the sources is structured according to these three catagories. The evaluation plan is presented in Figure

Students

The first group of instruments includes three student-completed instruments: Attitude Toward Social Studies Scale, Social Studies Activity Inventory, and Satellite Classroom Evaluation Form for Students. The first two instruments were administered in September, 1972 and April 1973 to a sample of project students in the two project schools and to a sample of

FIGURE 2

EVALUATION PLAN FOR THE NASHVILLE COMPONENT
OF PROJECT CLUE - 1972-73

DATA SOURCE	SUBJECTS	DATA COLLECTION SCHEDULE	OBJECTIVE REFERENCE
Attitude Toward Social Studies Scale	Sample of Project Students and Control Group	Sept., 1972 - Pre-test April, 1973 - Post-test	7
Social Studies Activity Inventory	Sample of Project Students and Control Group	Sept., 1972 - Pre-test April, 1973 - Post-test	1,8
Satellite Classroom Evaluation Form For Students	Sample of Students	Periodic	1-5
Parent Evaluation Form	Sample of Parents	April, 1973	General
Resource Person Evaluation Form	Sample of Resource Persons	Periodic	5
Satellite Classroom List	Project Classes	Accumulative during the year	6
Resource Person List	Project Classes	Accumulative during the year	6
CLUE Workshop Evaluation Form	Workshop Participants	June, 1973	General

students from non-project classes and transplant classes in Memphis. The third form was administered periodically during the current year to a representative sample of students participating in selected satellite classroom activities.

The Attitude Toward Social Studies Scale is an adaptation of an instrument developed by Remmer. It consists of twenty-five attitude statements about social studies that are ordered from most positive to most negative and requires a "true" or "false" response from the student.

The Social Studies Activity Inventory form is a revision of an instrument used in evaluating the 1970-71 Nashville component program. It is a composite of fifty statements describing possible student behaviors in social studies. The items cover five areas: participation in decision-making, participation in group activity, individual work, data gathering, and student production of materials. From five possible choices, the respondent selects the answer that most accurately describes the degree of his participation in the specific activities related to social studies instruction. The responses are tabulated into frequency distribution for analysis.

The Satellite Classroom Evaluation Form for Students is composed of two parts. The first part contains four sections. The first three sections contain statements concerning students' participation in the three organizational stages comprising a complete satellite classroom activity: planning, on-site visit, and follow-up. These items require the subjects to circle a "yes" or "no" response. The second part of the instrument provides corroborative information related to the satellite classroom planning, on-site visit, and follow-up. The data are presented using frequency distributions of responses.

FINDINGS

The findings of the Nashville Component program evaluation for the 1972-73 school year are presented in this section of the report.

Social Studies Activity Inventory

Samples of students from both project schools and samples of students of non-project junior high school classes were made. Frequency and percentage distribution of responses by the students were generated.

The frequency and percentage distribution of responses are presented in Tables 1 and 2. The responses made (most frequent responses) for project students was "once or twice" on the pre-test and "many times" on the post-test for project classes.

Frequency and percentage distribution for non-project classes revealed that "once or twice" (31.68 percent) was most frequent response made on pre-test and "never" (34.17 percent) was most frequent response made on post-test as indicated in Table 3.

The non-project data reflect a "decrease" of participation between pre- and post-test dates at the seventh grade level in the area of participation. In the "never" column and the "no chance to" column, increases in response were found. At the ninth grade level, non-project students responded very much the same way as the seventh grade students did, with decrease and increase respectively in the areas indicated.

In general, students appear to have come into the non-project social studies classes with more activities than they experienced after they came into their classes.

TABLE 1

FREQUENCY DISTRIBUTIONS OF RESPONSES TO THE SOCIAL STUDIES ACTIVITY INVENTORY FOR PROJECT STUDENTS

Response Categories

SCHOOL	MANY TIMES		SOMETIMES		ONCE OR TWICE		NEVER		NO CHANCE TO		NO RESPONSE		TOTALS
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
Waverly-Belmont-5th	678	767	713	1038	859	900	538	632	0	342	0	0	2788/3679
Waverly-Belmont-6th	651	821	685	899	674	849	556	704	140	262	3	0	2709/3535
Ewing Park-7th	818	351	676	408	890	641	318	933	0	423	0	0	2702/2736
Ewing Park-8th	672	1628	584	1703	924	403	445	491	0	186	0	0	2625/4411
TOTALS	2819	3547	2658	3149	3327	2793	1857	2760	140	1213	3	0	10821/14361

TABLE 2

PERCENTAGE DISTRIBUTIONS OF PERCENTAGE TO THE SOCIAL STUDIES ACTIVITY INVENTORY FOR PROJECT SCHOOLS

Response Categories

SCHOOL	MANY TIMES		SOMETIMES		ONCE OR TWICE		NEVER		NO CHANCE TO		NO RESPONSE		TOTALS
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
Waverly-Belmont 5th	(24.32)	(20.85	(25.57)	(28.21	(30.81)	(24.46)	(19.30)	(17.18)	(0)	(9.30)	(0)	(0)	100%
Waverly-Belmont 6th	(24.03)	(23.23)	(25.08)	(25.43)	(24.42)	(24.01)	(20.22)	(19.92)	(5.15)	(7.41)	(1.10)	(0)	100%
Ewing Park 7th	(30.27)	(12.42)	(25.02)	(14.81)	(32.94)	(23.32)	(11.77)	(34.10)	(0)	(15.35)	(0)	(0)	100%
Ewing Park 8th	(25.61)	(36.90)	(22.24)	(38.61)	(35.20)	(9.14)	(16.95)	(11.13)	(0)	(4.22)	(0)	(0)	100%
TOTALS	(25.05)	(26.28)	(21.23)	(22.92)	(37.44)	(21.44)	(15.06)	(21.21)	(1.20)	(8.05)	(.02)	(0)	100%

TABLE 3

FREQUENCY AND PERCENTAGE DISTRIBUTIONS OF RESPONSES TO THE SOCIAL STUDIES ACTIVITY INVENTORY FOR NON-PROJECT STUDENTS

Response Categories

SCHOOLS	MANY TIMES		SOMETIMES		ONCE OR TWICE		NEVER		NO CHANCE TO		NO RESPONSE		TOTALS
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre Post
White--Grade 7 Ewing Park	359	151	348	178	377	293	152	473	0	214	0	0	1236/1309
Percent	(28.23)	(11.42)	(28.96)	(13.62)	(30.51)	(22.41)	(12.30)	(36.17)	(0)	(16.38)	(0)	(0)	(100)
Sadler--Grade 9 Ewing Park	339	231	372	201	422	265	153	384	0	118	0	0	1296/1199
Percent	(26.36)	(19.27)	(28.93)	(16.76)	(32.81)	(22.10)	(11.90)	(32.03)	(0)	(9.84)	(0)	(0)	(100)
TOTALS	698	382	720	379	799	558	305	857	0	332	0	0	2522/2508
Percent	(27.68)	(15.23)	(28.55)	(15.11)	(31.68)	(22.25)	(12.09)	(34.17)	(0)	(13.24)	(0)	(0)	(100)

Among the four groups of project students, "sometimes" was the response made from Waverly-Belmont 5th grade students on the post-test; in the pre-test, the same students marked "once or twice" more frequently. Sixth grade students indicated "sometimes" as most frequent response on post-test and "once or twice" on the pre-test.

Ewing Park seventh grade response modes were "never" on post-test and "many times" on pre-test. The response modes for eighth grade students were "many times" on post-test and "once or twice" on pre-test. Percentages of responses in "many times" and "sometimes" column for Waverly-Belmont 5th grade were forty-nine percent; percentage for the 6th grade were better than forty-eight percent on post-tests; percentage for Ewing Park 7th grade in the "many times" and "sometimes" solumn on the post-test were twenty-seven percent and in the 8th grade, forty-nine percent. These results reflect more activity involvement at grades 5, 6, and 8.

Attitude Toward Social Studies Scale

The Attitude Toward Social Studies Scale was administered to samples of students from project schools in grades 5, 6, 7, and 8. Non-project students in grades 7 and 9 were administered the scale. The data and comparative analysis for the scale are depicted in Table 4. The form is in Appendix A, Figure 2.

A student's score on the Attitude Toward Social Studies Scale is the weighted value that corresponds to the median item that has a "True" response. These obtained scores were used in the analysis. The maximum score is 10.3, and the minimum is 0.6, and the median is 6.0

The data in Table 4 reveal that all project and all except one non-project school means were positive in that they exceeded the median value

TABLE 4

Summary Data and t-test Analysis for Project and Non-Project Students on the Attitude Toward Social Studies Scale

	PROJECT				NON-PROJECT			
SCHOOL	N	MEAN	S.D.	GRADE	N	MEAN	S.D.	t*
5th	59	7.48	1.65	5th	46	6.41	2.09	3.23**
6th	60	7.95	1.39	5th (71 -72)	81	6.15	3.77	3.92**
7th & 8th	103	6.95	1.87	8th & 9th	47	6.43	2.07	1.46
8th	53	7.00	1.68	8th	23	5.36	2.11	3.26**
7th	50	6.90	2.04	7th (71 - 72)	76	7.34	4.30	0.76
8th	53	7.00	1.68	8th (71 -72)	64	6.92	4.12	0.97

*t = ± 2.326, df = 221, level of significance = .01

t = ± 2.39 , df = 59, level of significance = .01

t = ± 1.66 , df = 102, level of significance = .05

t = ± 2.39 , df = 52, level of significance = .01

t = ± 1.68 , df = 49, level of significance = .05

t = ± 1.68 , df = 52, level of significance = .05

for the scale. A comparison of school means for the fifth and sixth grade students using a t-test indicated that the mean for project students was significantly more positive than the mean for non-project students. At the seventh grade level, the mean for non-project students was higher than the mean for project students. However, the difference in means was not statistically significant. At the eighth grade level, the mean for project students was significantly higher than the mean for non-project students.

The means for project groups were compared with the median or neutral value of the scale using a t-test. The results are presented in Table 5. The t-test statistics for the three project groups ranged from 4.35 to 13.40 with all group means exceeding the scale median. Statistics for Waverly-Belmont and Ewing Park were statistically significant. The analysis of means revealed that the project groups had positive attitudes toward social studies. Statistically significant means were obtained for all four groups.

TABLE 5

Summary of t-test Analysis of Project School Data for the Attitude Toward Social Studies Scale

SCHOOL	N	Mean	S.D.	t*	H : U
Waverly-Belmont--5th	60	7.95	1.39	10.96	06.008
6th	59	7.93	1.12	13.40	06.000
Ewing Park-------7th	50	6.90	2.04	13.11	06.000
8th	53	7.00	1.68	4.35	06.000

*t = ± 2.39, df = 59, level of significance = .01

t = ± 2.39, df = 58, level of significance = .01

t = ± 2.42, df = 49, level of significance = .01

t = ± 2.42, df = 52, level of significance = .01

Satellite Classroom Evaluation Form for Students

The Satellite Classroom Evaluation Form for Students was utilized at periodic intervals during the school year to collect information from students concerning the planning, on-site visitation, and follow-up aspects of the satellite classroom. Seventy-six students participated in the evaluation. The distribution of students by school was forty-one in four groups from Waverly-Belmont, and thirty-five in five groups from Ewing Park. The tabulation of results is presented in Table 6.

The ten items in the first part of the form pertained to the planning phase of the satellite classroom activity. About seventy-five percent of the students reported that they helped select the impact area to which the satellite classroom activity was related. Approximately four-fifths of the students from Waverly-Belmont and three-fifths of the students from Ewing Park participated in the selection of the specific topic related to the satellite classroom. Fifty to eighty percent of the students from each school indicated that they were involved in the following planning activities: collecting information from print or film sources, identifying purposes of the visit, preparing questions to be asked of the satellite teacher, determining how information would be collected during the visit, and preparing displays related to plans for the visit. Less than half of the students participated in the following planning activities: selecting the specific place to visit, talking with someone at the satellite classroom about visitation plans and purposes, and making assignments for the visit. The percentages of "Yes" responses for the two schools were seventy-two percent for Waverly-Belmont, and fifty-nine percent for Ewing Park. The composite results reflect a relatively high degree of student participation in several important aspects of the satellite classroom planning.

FREQUENCY DISTRIBUTION OF RESPONSES ON THE SATELLITE CLASSROOM EVALUATION FORM FOR STUDENTS

Respondents: Waverly-Belmont = 41, Ewing Park = 35, Total = 76

Item	School			
	Waverly-Belmont		Ewing Park	
	Yes	No	Yes	No
A. What I Did To Help Plan The Visit				
1. I helped select the Impact Area we would study.	41	0	19	16
2. I helped select a specific topic within the Impact Area for in-depth study.	32	9	21	14
3. I read materials or viewed films to get information about that topic.	33	8	22	13
4. I helped select the place we visited to get information.	26	15	16	19
5. I helped decide on the purposes of the visit.	35	6	21	14
6. I talked with someone at the place to be visited about the date, time, and purposes of the visit.	19	22	17	18
7. I helped make a list of questions to be asked at the place we visited.	36	5	29	6
8. I helped plan how we would collect information during the visit.	34	7	28	7
9. I helped make displays such as posters, charts, newsletters, etc., telling about the plans of our trip.	27	14	13	22
10. I helped decide what different jobs students would do during the visit.	17	24	10	25
Total	294	116	196	154

Item	School			
	Waverly-Belmont		Ewing Park	
	Yes	No	Yes	No
B. What I Did On the Visit				
1. I helped keep records of the things we did on the visit by:				
A. Taking pictures	A. 19	22	15	20
B. Helping make a movie of what we did	B. 12	29	8	27
C. Taping parts of the visit	C. 18	23	12	23
D. Keeping a written diary of what we did	D. 21	20	9	26
E. Using an observation sheet or checklist	E. 13	28	10	20
F. Taking notes	F. 36	5	30	5
Sub-total	119	127	84	121
2. I asked the satellite teacher at least one question.	38	3	32	3
3. During the visit, I performed some job that adults who work there do.	12	29	8	27
4. I conducted an interview or administered a questionnaire at the satellite classroom that I had prepared in advance.	28	13	16	19
5. I worked with materials or equipment located at the satellite classroom.	20	21	21	14
6. I had some free time to look around and talk with others on my own.	32	9	19	16
7. I received some materials from the satellite teacher that pertained to the topic being studied.	29	12	22	13
Total	278	214	202	213

Item	School			
	Waverly-Belmont		Ewing Park	
	Yes	No	Yes	No
C. What I Did Following Out Visit				
1. I helped report what we did and learned on the trip by:				
A. Preparing a written report or giving an oral report or both.	A. 36	5	25	10
B. Participating in a panel or group discussion.	B. 28	13	15	20
C. Taking part in a play based on the trip.	C. 15	26	12	23
D. Preparing a display (posters, bulletin boards, etc.)	D. 21	20	15	20
E. Helping to prepare a scrapbook about the trip.	E. 7	34	5	30
F. Showing a movie or pictures of the trip.	F. 19	22	7	28
Sub-total	126	120	79	131
2. As a result of the trip, I did further research on the topic by:				
A. Reading additional materials.	A. 32	9	15	20
B. Collecting additional information from other films filmstrips, tapes, or records.	B. 26	15	15	20
C. Talking with other resource persons about the topic.	C. 33	8	14	21
D. Planning and making a visit to another place.	D. 20	21	8	27
Sub-Total	111	53	52	88
3. I helped decide the good parts and the bad parts of the trip.	28	13	19	16
4. I wrote a thank-you note to the people at the place we visited.	7	34	14	21
Total	272	220	164	256

Item	School			
	Waverly-Belmont		Ewing Park	
	Yes	No	Yes	No
D. What The Teacher Did To Help Plan and Follow-up The Visit				
1. The teacher helped us decide what different jobs the students would do during the visit.	36	5	22	13
2. The teacher gave us ideas on how to report our visit before we went.	38	3	31	4
3. The teacher provided us materials and/or films that helped us work on our topic before our trip.	30	11	25	10
4. The teacher helped us write questions and prepare interviews before we went on our trip.	33	8	19	16
5. The teacher worked with us on using the camera and tape-recorder before we went on our trip.	29	12	26	9
6. The teacher gave us enough class time to get ready for our visit.	33	8	29	6
7. After our visit, the teacher discussed with us what we had learned.	33	8	24	11
8. The teacher helped us prepare out report about the trip.	30	11	14	21
9. The teacher gave us other materials and/or films to help us as we worked on our report.	26	15	14	21
10. The teacher gave us enough class time to get our reports ready.	36	5	27	8
Total	324	106	231	119

The second part of the Satellite Classroom Evaluation Form for Students related to the on-site activities. Among all groups, taking notes was highly utilized in keeping records of the on-site activities. The students' responses indicate that several techniques were used to collect and record information about the satellite classroom visits.

Four-fifths of the students from each school indicated that they asked satellite teachers questions while participating in the on-site vist. A majority of the students in each school group reported that they had some free time to do things on their own and that they received some materials from the satellite teachers. More than half of the students from Waverly-Belmont and Ewing Park conducted an interview or administered a questionnaire during the on-site visit. Working with materials or equipment at the satellite classroom was reported by fifty percent of the students from Waverly-Belmont and Ewing Park. The variety of on-site activities reported by the students reflect positively on the program as a strategy for facilitating the development of students' skills in data collection.

The third part of the student satellite classroom form focused on the follow-up to the visitation. More than three-fourths of the students indicated that they participated in the preparation of a written report or presentation of an oral report concerning the satellite classroom visit. A majority of the students from the schools also participated in a panel or group discussion or prepared a display related to the satellite classroom. Taking part in plays and showing pictures or movies were also used quite widely by students to report on their visits.

More than three-fourths of the students indicated that they had done further study on the topics of the satellite classrooms. Students used printed resources, audio and video materials, consultation with resource persons, and visits to other satellite classrooms in pursuing their studies. A majority of the students form Waverly-Belmont and Ewing Park reported that they participated in evaluating the satellite classroom activities. A small percentage of the students indicated that they sent a letter of appreciation to the satellite classroom.

The follow-up activities of the satellite classroom represent an assortment of reporting methods and the utilization of several types of materials for further study. The students reported extensive reporting efforts related to their satellite classroom activities. The extent to which students pursued further studies was very encouraging. Their involvement in evaluating the satellite classrooms was more limited.

The fourth part of the Satellite Classroom Evaluation Form for Students was concerned with the teacher's involvement in planning and follow-up the satellite classroom activity as viewed by the students. Among the two school groups, two thirds of the students gave "Yes" responses to the ten items. Almost nine-tenths of the respondents indicated that their teachers gave them enough time to plan their satellite classroom visits and to prepare reports on their visits. Most students reported that teachers helped them make individual assignments for the visit, assisted in preparing questions for the visit, gave them ideas for reporting on the trip prior to the visit, provided them necessary materials for preparation for the visit, instructed them on the use of recording equipment, and discussed with the students the things that they had learned. The teachers assisted least in preparation of reports on visits and provision of additional materials for use in preparing reports.

A comparison of the responses distribution patterns for the two schools revealed that students from Waverly-Belmont were most positive in their views of teacher's role in planning and follow-up of satellite classroom activities. The least positive views were expressed by the students from Ewing Park. Teachers in the two project schools appeared to function as facilitators of the satellite classroom activities to varying degrees.

The composite results of the Satellite Classroom Evaluation Form for Students reveals that students have been involved extensively in planning the satellite classroom activities. Students also participated in a variety of information collection activities during their on-site visitation to the satellite classrooms. Several reporting techniques were utilized in the satellite classroom follow-up. Many students engaged in further study related to specific satellite classroom activities. Teachers were viewed by students as helpful in facilitating the satellite classroom planning and follow-up efforts.

Satellite Classroom Records

A listing of satellite classrooms utilized in the component program during the school year 1972-73 was maintained by the project staff. The compilation is presented under separate cover in the Satellite Classroom Directory. The summary data on satellite classrooms utilized and participation are presented in Table 7.

The satellite classroom information revealed that 163 satellite classrooms were utilized by the two project schools during the 1972-73 school year. This is total number of individual sites; however, many of these (30-40) were used more than once which increases the satellite classroom activity considerably, accounting for 200 or more visitations by students. The satellite classrooms involved 1387 students, an average of approximately seven students for each visit.

TABLE 7

School	No. Satellite Classrooms	No. Satellite Classroom Teachers	No. Students Involved
Waverly-Belmont	83	103	*747
Ewing Park Jr. High School	80	100	*640
Total	163	203	1387

*Actual enrollment in Waverly-Belmont CLUE is 277 and Ewing Park CLUE is 600.

The satellite classrooms were grouped into thirteen impact areas each. area focusing on a specific aspect of the urban community.

The number and variety of satellite classrooms provided many opportunities for students to learn about many facets of their community. The magnitude of contributions by participating agencies, institutions, and businessmen represents a significant additional resource for improving and expanding the social studies instructional program of project schools.

Resource Persons' Records

Records were maintained by the project staff on the resource persons that were utilized in the component program during the 1972-73 school year. The compilation is presented under separate cover in the Satellite Classroom Directory. Summary data are presented in Table 8.

TABLE 8

School	No. Resource Speakers (In School)	No. Students Involved
Waverly-Belmont	54	277 (Enrollment)
Ewing Park Jr. High School	60	600

The list of resource persons showed that 114 community people were involved in project school activities during the school year. This number reflects an average of 3 or more resource persons used per week or more than one per school per week.

Resource persons were utilized to provide information to students on many topics and problem areas related to the urban community. These are invaluable resources to students and teachers.

Resource speakers most often worked with groups ranging from fifteen to thirty students. Assuming that each resource person talks to 23 students, 2622 students had interaction with resource people or each student was able to interact with approximately three different persons.

Resource Person Evaluation

Resource Person Evaluation Forms were given to teachers to evaluate a sampling of resource persons with differing backgrounds in occupations and education. The evaluation form is divided into two sections with the first evaluating the resource person and the second part evaluating the reactions of the student toware the resource person. Twenty-seven samplings were taken and the results were significant as shown in Table 9.

TABLE 9

PROJECT CLUE
RESOURCE PERSON EVALUATION

RESOURCE PERSON

1. Well versed in subject? yes 27 no ___
2. Interesting and made subject come alive? yes 26 no 1
3. Any handouts for students? yes 9 no 18
4. Was presentation illustrated? yes 23 no 4

   If yes, slides 2 , pictures 3 , movies 1 , other 17

STUDENTS

1. Interested in your speaker? yes 27 no ___
2. How many questions asked of speaker? More than usual 15

   About the same 12 Fewer than usual 5
3. Were questions mostly spontaneous 25 , written in advance 2 ,
4. Was language used by speaker at students' grade level? yes 26 no 1
5. How much time was needed to prepare for this speaker? More than average ___

   Average 26 Less than average 1

WAS THIS PRESENTATION:

Filmed ___ Photographed 5

Audiotaped 11 Videotaped 4

Sketched 1

WOULD YOU RECOMMEND THIS SPEAKER TO ANOTHER TEACHER?

Yes 26 No 1

ADDITIONAL COMMENTS: Please up on back of this page

In the first section it was noted that all participants were well versed in their subject area. This may be an indication that proper selection methods were used in identifying the resource person. Only one resource person did not make the subject area "come alive" with some interest for the students. Eighty-eight percent of the resource people illustrated their presentations to build interest in their subject area.

The survey demonstrates that teachers noted interests in all the speakers by the students with over fifty percent of the students asking "more questions than usual." All but one speaker spoke at the grade level of the students which may account for the interest shown in the speakers.

Probably the most enlightening statistic is the one of recommendation. All but one resource speaker was recommended for a repeat of their presentation.

Parents

The Parent Evaluation Form was completed by 79 parents of project students. The distribution by school was Waverly-Belmont 39, Ewing Park 40. The results of the Parent Evaluation are presented in Table 10.

The "child in the program" was the most frequently reported source of information about the project. The second most common source was "written materials" sent home from school. The news media were also a significant information source for parents.

Approximately ninety-eight percent of the parents indicated that their children had shown a "great deal" or "considerable amount" of interest in project activities. All parents reported that their children had shown

TABLE 10

PROJECT CLUE
EVALUATION FORM FOR PARENTS

School System: ______________________________

School in which student who brought this form home is enrolled: ____________________

Grade level of student who brought this form home: ______________________________

DO NOT WRITE YOUR NAME ON THIS FORM.

1. What have been your sources of information about Project CLUE activities in your child's school this year? (Check all items that apply.)

 76 Your child
 16 Staff members of the school (principal, teachers)
 18 Meetings with project staff members
 48 Written materials from the school (letters, approval forms, etc.)
 26 News media (newspaper, television, radio)
 16 Other (specify) ________________________
 2 None

Check only one answer to each of the following items.

2. How much interest has your child shown in Project CLUE activities?

 57 A great deal
 24 A considerable amount
 1 A slight amount
 _____ Practically none
 _____ No opinion

3. How do you feel about Project CLUE?

 61 I like it a great deal
 18 I like it somewhat
 9 I am undecided about it
 _____ I dislike it somewhat
 1 I dislike it a great deal

4. Do you think that Project CLUE should be continued at your child's school next year?

 63 Yes; expand the activities if possible
 15 Yes; keep the activities at their present level
 _____ Yes; reduce the amount of activities
 _____ No; discontinue the activities
 6 No opinion

5. How much say do you think students should have in what goes on in school as to:

 a. Academic matters (for example, what to study, books to read)?
  5 Practically none
  21 A slight amount
  42 A considerable amount
  27 A very great deal

 b. Non-academic matters (for example, school events, student activities)?
  1 Practically none
  14 A slight amount
  36 A considerable amount
  16 A very great deal

some interest in the project. About ninety percent of the respondents indicated that they liked the component program. About ten percent were undecided and only one respondent disliked the program. Ninety-two percent of the parents recommended maintaining or expanding the current level of program activities. Eight percent had no opinion on the matter.

Both school parent groups showed about the same amount of interest and enthusiasm in the program. Both parent groups were favorable in their views on these factors.

The parents expressed the opinion that students should be involved in educational decision-making. Almost seventy percent indicated that students should participate a "considerable amount" or "a very great deal" in decision-making related to academic matters. About eighty percent advocated the same degree of participation in decision-making concerning non-academic matters.

The parents' responses indicate that they view the program as a positive way to involve students in the educational process. The recommendations to continue and expand the program represent an endorsement for it.

Workshop Evaluation

CLUE-Nashville held two week-long workshops in June, 1973 for the purpose of training teachers to use one or more of our approaches to education. Elementary teachers attended the first workshop while the second one was devoted to the secondary level. Teachers actively participated throughout the week in interpreting and applying the CLUE concepts.

Our staff consisted of CLUE personnel (Nashville coordinator, and two mobil assistants) as well as two elementary classroom teachers who have been in the program for at least two years. The second week, a junior high school classroom teacher was added. One of the highlights at the end of each week was the use of a panel of students ranging from elementary through junior high school available to answer questions from the participants relating to their involvement with CLUE. During the second week, both an elementary and a junior high principal involved in the program attended for three days.

At the end of each workshop evaluation sheets were distributed. The evaluation questions were geared to determine reactions to the CLUE approach itself, as well as to the usefulness of the workshop. Responses were uniformly positive, as answered both by elementary and secondary teachers. One hundred percent of the participants at the elementary level felt this was one of the best workshops they had ever attended, and both groups unanimously felt that the staff was well prepared. Very gratifying to the Project staff was the overwhelming response at both levels that the CLUE approach is a very meaningful one to use in the classroom.

Tabulation of the results for questions 1-4, 7-9 is in Table 12. Sample comments for questions 5, 6, 10, and 11 are also included. While some thought the workshop should have been longer overall or for certain concepts, the staff concludes that one week was sufficient for a complete overview of the project, and that individuals planning to apply specific concepts now have access to the many handouts providing further detailed information.

Table 11

PROJECT CLUE WORKSHOP
EVALUATION

June, 1973

DO NOT SIGN NAME - UNDERLINE, CHECK OR COMPLETE WHERE APPROPRIATE

1. I feel (very good, good, not so good, bad) about my workshop experiences.

2. The workshop offered (many, several, a few, no) new experiences for me as a teacher (or principal).

3. Compared to other workshops that I have attended, the CLUE workshop ranks as (one of the best, average, one of the poorest) that I have ever attended.

4. I feel the CLUE approach is (very meaningful, mediocre, just another approach, a poor approach).

5. If I were to plan a CLUE workshop, I would change the following:

   ____

   ____

6. If I were to plan a CLUE workshop, I would add the following:

   ____

   ____

7. The CLUE staff was (well prepared, somewhat prepared, poorly prepared) for the workshop.

8. If I have an opportunity during the 1973-74 school year, I will attempt to adopt (one CLUE concept, 2 or more concepts, all of the concepts, none of the concepts).

9. At which grade levels do you feel this approach might be more appropriate?

   ______ Primary, K-3
   ______ Intermediate, 4-6
   ______ Junior High, 7-9
   ______ Senior High, 10-12

10. What were some of the things that helped you the most in the workshop?

   ____

   ____

11. Additional Comments: (Please put on the back of this page)

TABLE 12

PROJECT CLUE WORKSHOP EVALUATION

GRADE LEVEL	QUESTION	RESPONSES			
		Very Good	Good	Not so Good	Bad
Elementary	1	19 = 86%	3 = 14%	0	0
Secondary	1	16 = 88%	2 = 12%	0	0
		Many	Several	A Few	None
Elementary	2	17 = 77%	5 = 23%	0	0
Secondary	2	11 = 61%	6 = 33%	1 = 6%	0
		Best	Average	Poor	No Answer
Elementary	3	22 = 100%	0	0	0
Secondary	3	16 = 88%	1 = 6%	0	1 = 6%
		Very Meaningful	Mediocre	Just Another Approach	Poor
Elementary	4	21 = 95%	0	1 = 5%	0
Secondary	4	18 =100%	0	0	0
		Well Prepared	Somewhat Prepared	Poorly Prepared	
Elementary	7	22 = 100%	0	0	
Secondary	7	18 = 100%	0	0	
		One Concept	Two or More	All Concepts	None
Elementary	8	2 = 9%	14 = 63%	6 = 27%	0
Secondary	8	5 = 25%	10 = 50%	5 = 25%	0
		Primary	Intermediate	Junior High	Senior High
Elementary	9	2 = 5%	20 = 54%	10 = 27%	5 = 14%
Secondary	9	3 = 8.4%	13 = 36.4%	13 = 36.4%	6 = 16.8%

TABLE 12 (cont.)

Question 5 - If I were to plan a CLUE workshop, I would change the following:

Elementary:

"Leave it as is."

"More time devoted to media."

"Two weeks of half day experiences."

"More time to write the unit."

Secondary:

"Longer workshops."

"I can't think of anything."

"Longer to develop unit."

"Longer for use of media."

"For the first time I actually dreaded the lunch and coffee breaks."

Question 6 - If I were to plan a CLUE workshop, I would add the following:

Elementary:

"Possibly other subject areas."

"More time."

"More time for units."

"Nothing, there was a lot of information covered."

"Some more work with actual children."

"More principals."

"More observation of the CLUE program on tape."

Secondary:

"More A/V."

"Longer time for actual workshop."

"Nothing - very complete."

"An actual satellite classroom experience."

"More activities."

"A cooperative planning session of teachers."

Question 10 - What were some of the things that helped you the most in the workshop?

Elementary:

"Media and games."

"Sharing of ideas - working together in groups, thinking in terms of own faculty members."

"Freedon from pressure groups or persons."

"Unit planning."

"Children's viewpoints."

"Utilization of community in curriculum planning."

"Process model."

"Learning by doing."

"Language arts."

"Practicing each concept after it had been introduced - units and resource lists already gotten up by CLUE."

"Actual orientation and outline for my purposes next year."

Secondary:

"Working on unit."

"Group simulation."

"Media."

"Materials development."

"Actual participation in activities myself."

"Learning new games."

"Enthusiasm of teachers - exposure to a different approach."

"Most enjoyable workshop I have ever been to."

"Exchange of ideas."

"Input by students."

Question 11 - Additional comments

Elementary:

"I have really enjoyed this week - thanks."

"Thanks for sharing with us."

"A worthwhile experience."

"CLUE staff - we love you."

"Liked meeting different people."

"Things began to unfold when we started working on the unit."

Secondary:

"Keep the faith."

"Great."

"I have thoroughly enjoyed the people in this group, as well as many valuable techniques I can use."

"Great! Much more interesting than I anticipated."

CONCLUSIONS

The Nashville program incorporates two major concepts -- the task group and the satellite classroom. These facets are significant elements of the process model that was developed to facilitate meaningful involvement of students in social studies instruction specifically and the total instructional program generally. The evaluation of this effort included students, parents, project classes, and workshop participants. The data from the various sampling units provided the bases for the conclusions concerning the component program.

The data from the Social Studies Activity Inventory and the Social Studies Attitude Scale provided evidence that the component program has achieved success in implementing its strategy for increasing student involvement and interest in the social studies curriculum. A higher level of participation in social studies activities was reported by students in project schools than in non-project schools. All project students expressed positive attitudes toward social studies.

Students who responded to the Satellite Classroom Evaluation Form indicated that the satellite classroom activity has been implemented effectively. Respondents reported that students participated extensively in the planning, on-site visitation, and follow-up phases of the satellite classroom activity in three of the four groups. Students participated in a variety of planning efforts, employed many data collection and recording techniques at the classroom site, and utilized several reporting procedures and engaged in further study during the follow-up phase.

Satellite classrooms and resource persons were utilized widely by the component program during the school year. A large quantify and great variety of satellite classrooms were included in the array. They represented a multiplicity of agencies, institutions, and businesses in the community. Many individuals volunteered their services to function as resource persons for classes in project schools. The satellite classrooms and resource persons provided many interesting experiences and useful information for students as they studied topics and problem areas related to their urban community.

The parents of project participants viewed the component program most positively. They reported that they liked the program and have seen evidence of student interest in it. They endorsed the program strongly by recommending continuation or expansion to other schools.

The evaluation of the Nashville component program for the 1972-73 school year revealed that significant accomplishments were achieved. Students and parents indicated that the program has involved students positively in social studies instruction through the task group and the program strategy offers evidence that it may have application in other instructional areas. The use of the strategy can produce schools that actively involve students in instruction and offer an educational program that is more interesting and participative for students.

APPENDIX

INSTRUMENTS

ACTIVITY INVENTORY

Directions: This is not a test. This is a list of things students sometimes do. Read each statement in the list and decide whether it tells what you have been doing. Then choose the answer which best describes your action from the following:

Many Times	Sometimes	Once or Twice	Never	No Chance To
A	B	C	D	E

Record your answer on the answer sheet as shown in the following example:

1. I have helped to keep the classroom neat and orderly.

Answer: Sometimes

1. A [✓ B] C D E

1. I helped the teacher and other students decide what we were going to study.
2. I helped the teacher and other students decide the important things we needed to learn from our study.
3. I helped decide how we were going to work.
4. I helped decide the materials we needed to use.
5. I helped decide places in the community we could use for study.
6. I helped decide how well I had learned the important things in our study.
7. I helped decide how well the group had worked together.
8. I helped find weak spots in our learning.
9. I answered when called on by the teacher.
10. I volunteered to answer without being called on.
11. I took part in discussions.
12. I gave my own ideas in group discussion.
13. I acted as the leader of discussion groups.
14. I worked in small groups or on committees.
15. I worked by myself on special projects of interest to me.

16. I worked by myself on programmed materials.

17. I made oral reports to the class.

18. I prepared written reports on work studied.

19. I took part in panels before the class.

20. I prepared outlines and summaries of readings.

21. I took part in debates.

22. I was permitted to work on projects which I decided were interesting to me.

23. I role-played various characters in social studies.

24. I took part in plays or dramatizations.

25. I listened to records dealing with the lessons.

26. I listened to tapes dealing with the lessons.

27. I made tapes dealing with the lessons.

28. I watched television as a part of classwork.

29. I looked at films dealing with the lessons.

30. I looked at filmstrips dealing with the lessons.

31. I helped to make filmstrips for classwork.

32. I looked at slides dealing with the lessons.

33. I helped to make slides to be used in class.

34. I used a camera to take pictures for classwork.

35. I read and interpreted maps.

36. I made maps relating to my study.

37. I used globes to get clear ideas of locations and directions.

38. I prepared charts pertaining to lessons.

39. I prepared graphs pertaining to lessons.

40. I helped to prepare bulletin board displays.

41. I made posters to show ideas learned.

42. I read supplementary books located in the classroom.

43. I checked books out of the school library.

44. I read newspapers and magazines.

45. I helped to create murals about things studied.

46. I built models of things studied.

47. I went on field trips to places in the city.

48. I helped to make the arrangement for places in the city to be visited.

49. I helped to make arrangements with people in the community to talk to our class.

50. I interviewed persons from the community for information on topics being studied.

51. I took part in school assembly programs related to social studies.

52. I attended school plays or other programs.

53. I took part in school plays or other programs.

54. I attended school athletic games.

55. I played on school athletic teams.

56. I belonged to one or more school clubs.

57. I sang in the school chorus.

58. I worked in the school office.

59. I worked in the library or materials center.

60. I played in the school band.

ATTITUDE TOWARD SOCIAL STUDIES

Name________________________________ Sex______________
School______________________________ Grade____________
Date________________________________

Please read each of the following statement carefully.

Put a "T" in the space beside the item number if you feel that the statement is true.

Put an "F" in the space if you feel that the statement is false.

_____1. I am crazy about social studies.

_____2. If I had my way, I would make everybody study social studies.

_____3. Social studies is one subject I know I will need.

_____4. Social studies is very appealing to me.

_____5. There are more good parts to social studies than bad ones.

_____6. Social studies will help pupils get along with others as well as make them smarter.

_____7. Social studies is interesting.

_____8. Social studies is the subject most boys and girls need to take.

_____9. Teachers use good ways to teach social studies.

_____10. Every year more students want to take social studies.

_____11. Social studies has its bad points but I like it.

_____12. Social studies might be good if it were taught right.

_____13. My likes and dislikes for social studies are equal.

_____14. Social studies is all right, but I do not want to take any more of it.

_____15. No student cares about the way social studies is taught.

____16. To me social studies is sometimes boring.

____17. Social studies has many bad points.

____18. Social studies is not fun but everybody needs to take it.

____19. Most students are not helped by social studies.

____20. All of the things learned in social studies are very dull.

____21. Social studies has no place in the world today.

____22. Nobody likes social studies.

____23. Social studies is all nonsense.

____24. Social studies is the worst subject taught in school.

____25. I plan to take social studies again next year.

SATELLITE CLASSROOM EVALUATION FORM FOR STUDENTS

Part I: DIRECTIONS Read each statement. If you did what the statement says, circle that "yes" answer. If you did not do what the statement says, circle the "no" answer.

A. What I Did To Help Plan The Visit

1. I helped select the impact area we should study. 1. YES NO
2. I helped select a specific topic within the cluster for indepth study. 2. YES NO
3. I read materials or viewed films to get information about that topic. 3. YES NO
4. I helped select the place we visited to get information on that topic. 4. YES NO
5. I helped decide on the purposes of the visit. 5. YES NO
6. I talked with someone at the place to be visited about the date, time, and purposes of our visit. 6. YES NO
7. I helped make a list of questions to be asked at the place we visited. 7. YES NO
8. I helped plan how we would collect information during the visit. 8. YES NO
9. I helped make displays such as posters, charts, newsletters, etc. telling about the plans of our trip. 9. YES NO
10. I helped decide what different jobs students would do during the visit. 10. YES NO

B. What I Did On The Visit

1. I helped keep records of the things we did on the visit by: 1.
   - (a) taking pictures (a) YES NO
   - (b) helping to make a movie of what we did (b) YES NO
   - (c) taping parts of the visit (c) YES NO
   - (d) keeping a written diary of what we did (d) YES NO
   - (e) using an observation sheet or checklist (e) YES NO
   - (f) taking notes (f) YES NO

2. I asked the satellite teacher at least one question. — 2. YES NO

3. During the visit, I performed some job that adults who work there do. — 3. YES NO

4. I conducted an interview or administered a questionnaire at the satellite classroom that I had prepared in advance. — 4. YES NO

5. I worked with materials or equipment located at the satellite classroom. — 5. YES NO

6. I had some free time to look around and talk with others on my own. — 6. YES NO

7. I received some materials from the satellite teacher that pertained to the topic being studied. — 7. YES NO

C. What I Did Following Our Visit

1. I helped report what we did and learned on the trip by: — 1.

(a) preparing a written report or giving an oral report or both — (a) YES NO

(b) participating in a panel or group discussion — (b) YES NO

(c) taking part in a play based on the trip — (c) YES NO

(d) preparing a display (posters, bulletin boards, etc.) — (d) YES NO

(e) helping to prepare a scrapbook or booklet about the trip — (e) YES NO

(f) showing a movie or pictures of the trip — (f) YES NO

2. As a result of the trip, I did further research on the topic by: — 2.

(a) reading additional materials — (a) YES NO

(b) collecting additional information from other films, filmstrips, tapes, or records — (b) YES NO

(c) talking with other resource persons about the topic — (c) YES NO

(d) planning and making a visit to another place — (d) YES NO

3. I helped decide the good parts and the bad parts of the trip. — 3. YES NO

4. I wrote a thank-you note to the people at the place we visited. — 4. YES NO

D. What The Teacher Did To Help Plan and Follow-up The Visit

1. The teacher helped us decide what different jobs the students would do during the visit. 1. YES NO

2. The teacher gave us ideas on how to report our visit before we went. 2. YES NO

3. The teacher provided us materials and/or films that helped us work on our topic before our trip. 3. YES NO

4. The teacher helped us write questions and prepare interviews before we went on our trip. 4. YES NO

5. The teacher worked with us on using the camera and tape recorder before we went on our trip. 5. YES NO

6. The teacher gave us enough class time to get ready for our visit. 6. YES NO

7. After our visit, the teacher discussed with us what we had learned. 7. YES NO

8. The teacher helped us prepare our report about the trip. 8. YES NO

9. The teacher gave us other materials and/or films to help us as we worked on our report. 9. YES NO

10. The teacher gave us enough class time to get our reports ready. 10. YES NO

Part II: Directions Think about the purposes of the visit, how well the visit was organized and planned, the cooperation and helpfulness of the people at the place you visited, how much you learned on the visit, and the importance of what you learned. Then respond to the following statements.

1. List one or more things that you enjoyed about the trip.

2. List one or more things that you disliked about the trip.

3. List two or more important things that you learned on the trip.

4. How much class time did you have to plan the visit?

5. How much class time did you have to prepare your report?

6. How soon after your visit was your report presented?

HOW DID YOUR RESOURCE PERSON WORK OUT?

BELMONT - KING/DUNCAN

EWING PARK - GRAY/MALLARD
WARREN/LOWERY

TOPIC
CONSUMER EDUCATION ____
HEALTH ____
COMMUNICATIONS ____
CRIME AND JUSTICE ____
OTHER ____

RESOURCE PERSON ____

ORGANIZATION HE REPRESENTS ____

SPECIFIC SUBJECT RESOURCE PERSON CAME TO DISCUSS ____

RESOURCE PERSON

1. Well versed in subject? yes ____ no ____
2. Interesting and made subject come alive? yes ____ no ____
3. Any handouts for students? yes ____ no ____
4. Was presentation illustrated? yes ____ no ____
   If yes, slides ____, pictures ____, movies ____, other ____

STUDENTS

1. Interested in your speaker? yes ____ no ____
2. How many questions asked of speaker? more than usual ____
   about the same ____ fewer than usual ____
3. Were questions mostly spontaneous ____, written in advance ____
4. Was language used by speaker at students' grade level? yes ____ no ____
5. How much time was needed to prepare for this speaker? more than average ____
   average ____ less than average ____

WAS THIS PRESENTATION:
filmed ____
audiotaped ____
sketched ____
photographed ____
videotaped ____

WOULD YOU RECOMMEND THIS SPEAKER TO ANOTHER TEACHER?
yes ____ no ____

ADDITIONAL COMMENTS: please put on back of this page

PROJECT CLUE
EVALUATION FORM FOR PARENTS

School System: ____________________________________

School in which student who brought this form home is enrolled: ______________

Grade level of student who brought this form home: __________________________

DO NOT WRITE YOUR NAME ON THIS FORM.

1. What have been your sources of information about Project CLUE activities in your child's school this year? (Check all items that apply.)

______ Your child
______ Staff meetings of the school (principal, teachers)
______ Meetings with project staff members
______ Written materials from the school (letters, approval forms, etc.)
______ News media (newspaper, television, radio)
______ Other (specify) ______________________
______ None

Check only one answer to each of the following items.

2. How much interest has your child shown in Project CLUE activities?

______ A great deal
______ A considerable amount
______ A slight amount
______ Practically none
______ No opinion

3. How do you feel about Project CLUE?

______ I like it a great deal
______ I like it somewhat
______ I am undecided about it
______ I dislike it somewhat
______ I dislike it a great deal

4. Do you think that Project CLUE should be continued at your child's school next year?

______ Yes; expand the activities if possible
______ Yes; keep the activities at their present level
______ Yes; reduce the amount of activities
______ No; discontinue the activities
______ No opinion

5. How much say do you think students should have in what goes on in school as to:

a. Academic matters (for example, what to study, books to read)?
______ Practically none
______ A slight amount
______ A considerable amount
______ A very great deal

b. Non-academic matters (for example, school events, student activities)?
______ Practically nont
______ A slight amount
______ A considerable amount
______ A very great deal

PROJECT CLUE WORKSHOP
EVALUATION

June, 1973

DO NOT SIGN NAME - UNDERLINE, CHECK OR COMPLETE WHERE APPROPRIATE

1. I feel (very good, good, not so good, bad) about my workshop experiences.

2. The workshop offered (many, several, a few, no) new experiences for me as a teacher (or principal).

3. Compared to other workshops that I have attended, the CLUE workshop ranks as (one of the best, average, one of the poorest) that I have ever attended.

4. I feel the CLUE approach is (very meaningful, mediocre, just another approach, a poor approach).

5. If I were to plan a CLUE workshop, I would change the following:

   ____

   ____

6. If I were to plan a CLUE workshop, I would add the following:

   ____

   ____

7. The CLUE staff was (well prepared, somewhat prepared, poorly prepared) for the workshop.

8. If I have an opportunity during the 1973-74 school year, I will attempt to adopt (one CLUE concept, 2 or more concepts, all of the concepts, none of the concepts).

9. At which grade levels do you feel this approach might be more appropriate?

   ______ Primary, K-3
   ______ Intermediate, 4-6
   ______ Junior High, 7-9
   ______ Senior High, 10-12

10. What were some of the things that helped you the most in the workshop?

    ____

    ____

11. Additional Comments: (Please put on the back of this page)

CHATTANOOGA COMPONENT

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INTRODUCTION

The principal focus of Project CLUE (Cooperative Leadership for Urban Education) was "to develop cooperatively a model for achieving the involvement of urban students in learning strategies that will change student apathy into positive action and channel student activism into responsible accomplishment." Each of the participating school systems--Chattanooga, Knoxville, Memphis, and Nashville--has developed a program that represents an alternative strategy for accomplishing the project's goal. Through cooperative development and refinement of the strategies, the individual programs have had an impact in the four systems and have provided a vehicle for attacking other specific problems of mutual concern.

The Chattanooga program was designed to facilitate communication between high school students and adults within the educational system. The program was viewed as a means of responding to the feeling of alienation that characterizes many young people. It involved establishing new relationships between students and school personnel to meet the new expectations and needs of students.

In the first year of the project, the Likert "Profile of a School" was administered to assess the organizational and performance characteristics of the school system. Profiles were developed that depicted the perceptions of students, teachers, and administrators with regard to the operation and interactions of schools as a human organization. The dimensions of the profile were: (1) motivation, (2) communication, (3) interaction, (4) decision making, (5) goal setting, (6) involvement, and (7) performance. The assessment provided a basis for developing program activities to meet identified needs.

The Chattanooga program was implemented in two project schools, Brainerd High School and Chattanooga High School. Two full-time personnel, known as Student Activities Directors, were placed in each project school to function in a liaison role between students and faculty. A major responsibility of the Student Activities Directors was to establish rapport with students through effective interaction.

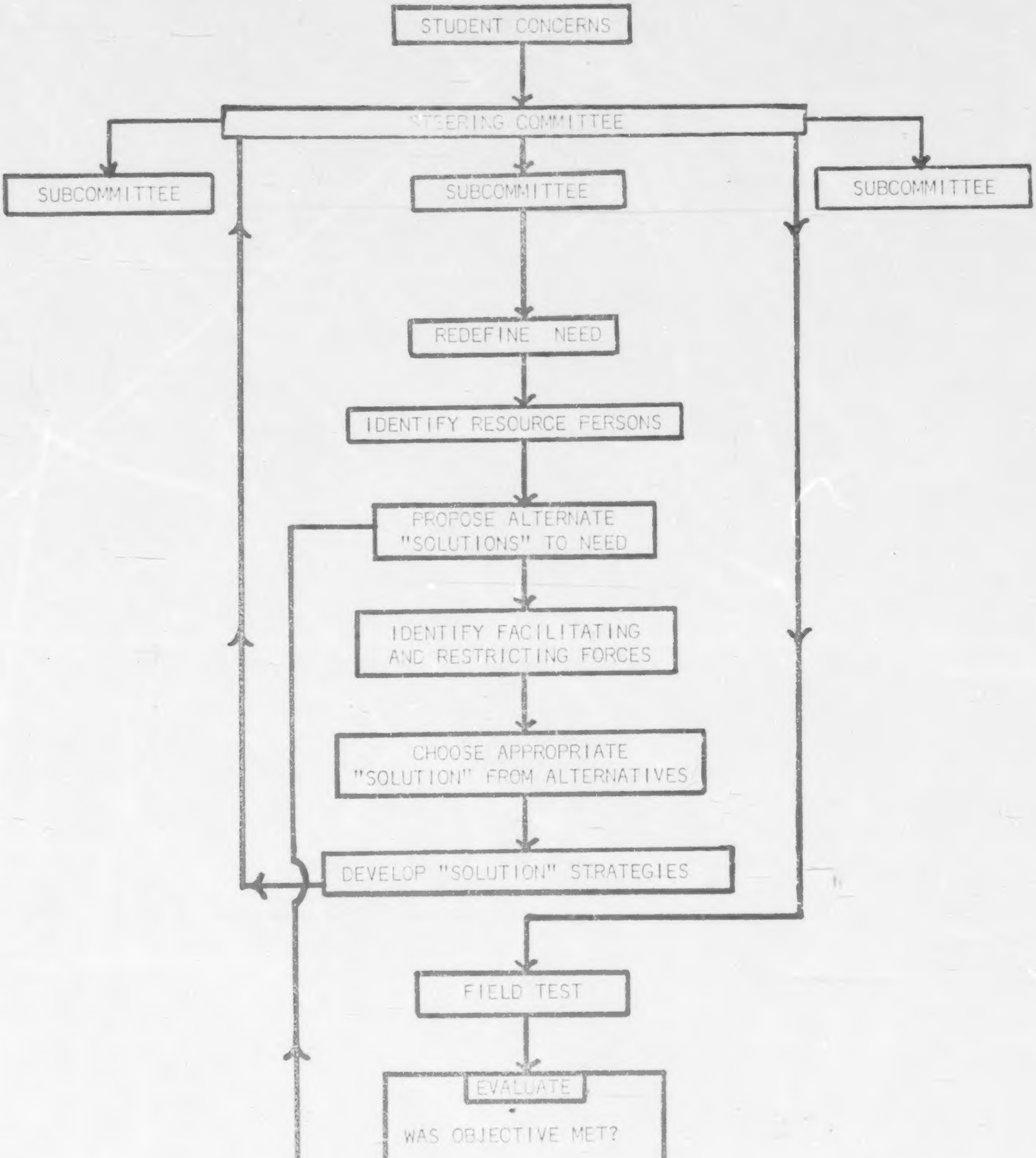
During the second and third operational years, the Chattanooga component program focused on the continued development and refinement of a model for meaningful student involvement. The model emerged from discussions with student task groups from the project schools which suggested the formation of a student-faculty steering committee in each school. This action led to the organization of a committee-sub-committee network that drew scores of students into school decision-making processes. The committees served to open channels of communication, increase faculty awareness of student concerns, provide direction for student sub-committees, aid in the identification of resource people, and monitor and evaluate findings of sub-committees. (See Figure 1.)

Four sub-committees composed of students were formed in each project school. Their areas of concern were: Academics, Human Relations, Non-Academics, and Communications. The sub-committees provided a mechanism for students to deal with specific problems that concerned them.

The impact of the Chattanooga program was not limited to the two project schools. The other secondary schools in Chattanooga were kept informed about the program by the Radial School and In-service Director. During the 1971-72 school year, the student activities director concept was adopted system-wide by the Chattanooga Public Schools. Student Activities Directors were placed in each of the other high schools, as well as in several junior high schools, by utilizing funds available through the Emergency School Assistance Program. Student activities personnel continued to function in these schools during the 1972-73 school year.

Figure 1

MODEL FOR STUDENT INVOLVEMENT


STUDENT CONCERNS
STEERING COMMITTEE
SUBCOMMITTEE
SUBCOMMITTEE
SUBCOMMITTEE
REDEFINE NEED
IDENTIFY RESOURCE PERSONS
PROPOSE ALTERNATE "SOLUTIONS" TO NEED
IDENTIFY FACILITATING AND RESTRICTING FORCES
CHOOSE APPROPRIATE "SOLUTION" FROM ALTERNATIVES
DEVELOP "SOLUTION" STRATEGIES
FIELD TEST
EVALUATE
WAS OBJECTIVE MET?
NO
YES
RECOMMEND ADOPTION

The evaluation report for the Chattanooga Component of Project CLUE for 1972-73 is organized in four sections. The first section presents the component goal and objectives. The next section describes the data sources that were utilized in the evaluation. Then, the evaluation findings are presented. The final section focuses on conclusions that are derived from the evaluation data.

OBJECTIVES

The Chattanooga Component of Project CLUE provided a new framework for the meaningful involvement of students with teachers and administrators in improving the total school program. The stated goal of the program was "to achieve the positive involvement, through effecting interpersonal relationships, of students at the secondary level in the decision-making process related to various facets of the program."

Student-oriented objectives were formulated for the component program in order to provide a frame of reference for selecting and implementing specific activities. The objectives were that:

1. Upon completion of the 1972-73 school year, student committee members will have acquired a knowledge of skills for participation in school decision making as measured by an 80-percent correct response to a Subcommittee Member Role Scale.
2. Upon completion of the 1972-73 school year, student committee participants will have demonstrated significantly positive values toward participation in school decision making through student committee involvement as measured by the Committee Evaluation Scale.
3. By February 25, 1973, students participating in decision-making processes will have demonstrated their ability to analyze restricting and facilitating factors of decision making given simulated situations and will have responded with 80-percent efficiency.

4. By March 15, 1973, student committee participants will have comprehended interaction skills as measured by an I-D ratio of one (1) on the Flanders Interaction Analysis Scale. (tape observations).

5. Upon completion of the 1972-73 school year, student committee members will have demonstrated the ability to apply leadership skills as measured by 70 percent of the students' scores falling within the acceptable range (between T-score 40 and T-score 60) on the four scales of the Leadership Ability Evaluation instrument.

These objectives provided a framework for the program activities and offered guidelines for the evaluation of the program.

INSTRUMENTS AND DATA COLLECTION

The 1972-73 evaluation of the Chattanooga component program involved a variety of instruments and data sources. They included commercial instruments, instruments developed by the Bureau of Educational Research and Services at Memphis State University, and videotapes. The evaluation plan is depicted in Figure 2.

The Sub-Committee Member Role Scale was completed by committee members in May 1973. The scale was designed to assess student committee members' knowledge of skills for participation in decision making as applied by themselves in the committee operations. Specific abilities that are addressed by the instrument are: defining problems, interacting with others, participating in brainstorming, analyzing facilitative and restrictive factors, and obtaining consensus. A five-point response scale was used by students in responding to the twenty items on the scale. A total score was computed for each respondent.

Figure 2

EVALUATION PLAN FOR CHATTANOOGA COMPONENT
OF PROJECT CLUE - 1972-73

Data Source	Subjects	Data Collection Schedule	Objective Reference
Sub-Committee Member Role Scale	Committee Members	May 1973	1
Committee Evaluation Scale	Committee Members	May 1973	2
Facilitative-Restrictive Factors Scale	Committee Members	February-March 1973	3
Tapes of Committee Meetings	Committees	March-May 1973	4
Leadership Ability Evaluation	Committee Members	May 1973	5
Committee Operations Evaluation Form	Committee Members	May 1973	General

The Committee Evaluation Scale was administered to student committee members in May 1973. The scale was developed by the Bureau of Educational Research and Services at Memphis State University. The thirty-five item Committee Evaluation Scale covers eight areas: committee role, committee leadership, student committee member role, decision-making process, role of resource persons, interaction of student committee members and adults, significance of problems considered, and follow-up on recommendations. A five-point scale was utilized in responding to the items. Scores were computed and analyzed for each sub-scale and the total scale.

Student committee members responded to the Facilitative-Restrictive Factors Scale during February-March 1973. The scale is composed of three subscales dealing with curriculum, club period scheduling, and classroom discipline problems. The three subscales have 10, 14, and 7 items, respectively. Each subscale presents a simulated problem and the conditions surrounding the problem. The respondent uses this information in categorizing the associated items as either facilitative or restrictive factors. The number of correct responses was obtained to compute the score for each respondent.

Tapes of committee meetings were made during March-May 1973, and analyzed to determine the effectiveness of students in conducting their sessions. Using the committee chairman in the teacher role, the Flanders Interaction Analysis System was applied to determine the Indirect-Direct Influence (I-D) ratio. The ratio provides a measure of the degree to which the group leader seeks to encourage members of the group to participate in the discussion.

The Leadership Ability Evaluation Form was administered to sub-committee members, which included student members of the Steering Committee, in May 1973. The instrument provides individual scores for four types of leadership patterns; laissez-faire, democratic-cooperative, autocratic-submissive, and autocratic-authoritarian. Using a weighting procedure, these four scores are combined to produce a total score representing the decision pattern of the individual respondent. The data are presented in a frequency distribution format.

The Committee Operations Evaluation Form was administered in May 1973 to student committee members. The instrument, which was developed by the Bureau of Educational Research and Services at Memphis State University, is composed of twenty items. It is designed to assess the adequacy and effectiveness of the program model that was developed and implemented in the Chattanooga component program. The responses were scored on a five-point scale to obtain a total score for each component.

The following section of the evaluation report presents the data that were collected and analyzed to assess the Chattanooga component program's impact during the 1972-73 school year.

FINDINGS

The summary and results for each data source used in evaluating the Chattanooga component program of Project CLUE are presented in this section of the report. The presentation is organized by data source.

I. Sub-Committee Member Role Scale

Members of the committees responded to the Sub-Committee Member Role Scale to indicate the extent of application of specific decision-making skills in the committees. A total score was computed for each respondent based on the responses to the items on the scale. The summary data and the results of the analysis are depicted in Table 1. A comparison of the

Table 1

Summary of Data and Analysis for the Sub-Committee Member Role Scale by School

	Brainerd High	Chattanooga High
N	19	8
Mean	79.58	78.53
S.D.	6.61	4.27
t*	-.28	-.91
$H_o : \mu$	80	80

*$t = \pm 2.101$, df = 18, level of significance = .05

$t = \pm 2.365$, df = 7, level of significance = .05

mean for each school group was made with the 80-percent correct response criterion that was specified in objective 1. The hypothesized mean of 80 was based on this performance level as stipulated in the objective.

The mean for the students in each project school was slightly below the hypothesized mean of 80. The t-test analyses of the school means revealed that both means did not differ significantly from the expected mean.

The results of the evaluation relative to objective 1 indicate that the objective was accomplished. The analyses indicate that the obtained mean for each of the project schools was not significantly less than the level of performance specified in the objective. This finding suggests that the students perceived their own participation in the committee operations and reaction to such participation as characterizing the application of the specific decision-making skills assessed by the scale.

II. Committee Evaluation Scale

Members of each committee responded to the Committee Evaluation Scale. The summary data and analysis for the two project schools are presented in Table 2. The scoring and analyses were performed for each sub-scale and the total scale. A neutral score for each sub-scale and the total scale is derived by assigning a value of three to each item and summing the values for the items in each sub-scale and the complete scale. An insufficient number of the Chattanooga High students responded to sub-scale 8 for analysis to be performed.

A comparison of the obtained sub-scale and total scale means with the corresponding neutral values revealed that the derived means for Brainerd students were greater than the neutral values, except for sub-scale 8 dealing with follow up on recommendations.

Table 2

Summary of Data and t-test Analysis for Scores
on the Committee Evaluation Scale by School

	Brainerd High (N=25)				Chattanooga High (N=17)			
Sub-Scale	Mean	S.D.	t*	$H_o: \mu$	Mean	S.D.	t*	$H_o: \mu$
1.	15.16	2.82	5.60	12	15.94	2.41	6.74	12
2.	17.08	2.10	12.10	12	17.71	1.90	12.39	12
3.	20.04	2.84	8.87	15	20.06	2.46	8.48	15
4.	16.48	1.78	12.58	12	16.18	2.43	7.09	12
5.	15.84	2.27	8.46	12	16.12	1.63	10.42	12
6.	19.60	3.11	7.40	15	20.82	2.43	9.88	15
7.	16.08	2.08	9.81	12	16.47	1.70	10.84	12
8.	13.28	4.35	-1.98	15	--	--	--	--
Total	133.56	15.50	9.21	105	123.29	10.75	12.77	90

*t = 2.120, df = 16, level of significance = .05

t = 2.064, df = 24, level of significance = .05

The t-test analysis for Brainerd students' scores revealed that seven of the eight sub-scale means and the total scale mean were positive to a statistically significant degree for the composite group and generally for all grade groups. The most significant t-test values were for sub-scales 2, 3, and 5, which deal with the role of resource persons, the student committee member role, and committee leadership. The decision-making process and interaction of student committee members and adults were also viewed very positively by the respondents.

The results of the data analysis for Brainerd indicated that students felt positively about the following aspects of their committees: committee role, committee leadership, student committee member role, decision-making process, role of resource persons, interaction of student members and adults, and significance of the problems considered. However, students indicated that they were dissatisfied with the school's follow-up action on committee recommendations.

All the sub-scale and total scale means for the Chattanooga High School students were positive, i.e., the means exceeded the neutral sub-scale or total score. The t-test analysis revealed that students were positive in their views toward the committee role, leadership, members' role, decision-making processes, resource persons' role, interaction of members with adults, significance of problems considered, and follow-up action on recommendations. The students felt least positively about the follow-up on recommendations. Every sub-scale was statistically significant except sub-scale 8, follow-up on recommendations.

The composite results of the data analysis for the Committee Evaluation Scale indicate that success has been achieved in implementing the student committee strategy in the project schools. The only weakness that appears is with respect to follow up on committee recommendations as perceived by students. The difficulty appears to exist primarily at Brainerd and to a lesser extent at Chattanooga High School. Since the committees seem to have overcome other problems that may have occurred, additional efforts can be devoted to improving the procedures and action relative to follow up on recommendations. This may require that committees improve the quality and specificity of recommendations or more prompt and careful consideration of the recommendations by the school staff.

III. Facilitative-Restrictive Factors Scale

Members of the committees in the two project schools responded to the three sub-scales of the Facilitative-Restrictive Factors Scale. The summary data and results of the analysis are presented in Table 3. The computed mean for each scale was compared with the 80-percent correct response criterion that is stipulated in objective 3. The hypothesized means represent this standard of performance for each group of respondents. These means vary among the sub-scales, since the number of items differed among the three sub-scales.

For the Brainerd students, the means for the sub-scales dealing with the curriculum problem and the club period scheduling problem were less than the hypothesized means. The mean for the order-in-the-classroom sub-scale exceeded the hypothesized mean. The t-test analyses of the obtained means for the first two sub-scales were not significantly less than the hypothesized means for the sub-scales. The actual mean for the third sub-scale was significantly greater than the hypothesized mean for the sub-scale.

Table 3

Summary of Data and Analysis for the Facilitative-Restrictive Factor Scale by School

Sub-scale

	Curriculum Problem	Club Period Scheduling	Order-In-The Classroom
		Brainerd High	
N	30	28	30
Mean	7.57	10.36	6.53
S.D.	1.19	2.54	.63
t*	-1.98	-1.75	8.09
		Chattanooga High	
N	17	15	17
Mean	6.76	8.80	5.94
S.D.	1.60	1.93	1.34
t*	-3.19	-4.82	1.05
$H_o : \mu$	8.00	11.20	5.60

*t = ±2.052, df = 27, level of significance = .05

t = ±2.045, df = 29, level of significance = .05

t = ±2.145, df = 14, level of significance = .05

t = ±2.120, df = 16, level of significance = .05

The pattern of the obtained means on the three sub-scales for Chattanooga High students was the same as for the Brainerd High students. The means for the first two sub-scales were less than the hypothesized means, while the mean for the third sub-scale was greater than the hypothesized mean. The t-test analyses indicated that the obtained means for the first two sub-scales were significantly less than the expected means, while the actual mean for the third sub-scale was not significantly different from the expected mean.

Based on the analyses of the data related to objective 3, it can be concluded that the objective was completely accomplished for Brainerd High students. The objective was partially achieved at Chattanooga High, since only one of the three sub-scale means was not significantly different from the criterion established in the objective.

IV. Tapes

Five tapes of committee meetings were made for analysis, using the Flanders Interaction Analysis System (Appendix A). Only three of the sessions were judged appropriate for analysis, since the other two tapes contained a report by a committee member and an explanation of a school incident. The length of the three tapes that were used ranged from eight to twenty minutes.

Each tape was coded in its entirety, using the ten categories of the Flanders System with the committee chairman assigned the teacher role. The summary matrix was tabulated to produce the total tallies for each category. The tallies were summed for categories 1-4 (teacher talk-indirect influence) and categories 5-7 (teacher talk-direct influence). The results are reported in Tables 4-6.

Table 4

Summary of Interaction Analysis for Tape 1

CATEGORY	1	2	3	4	5	6	7	8	9	10
1										
2				3					3	1
3				1						
4				16	1			5	5	5
5				4	5				2	
6										
7										
8								13	5	4
9		5		6	2			1	277	11
10		1		2	3			3	11	5
TOTAL TALLIES	0	6	0	32	11	0	0	22	303	26

I-D Ratio $\frac{38}{11} = 3.45$

Table 5

Summary of Interaction Analysis for Tape 2

CATEGORY	1	2	3	4	5	6	7	8	9	10
1										
2				1						
3					1					
4				9				5	3	1
5				2	12					
6										
7										
8				1				8	5	
9			1	4					96	9
10		1		1	1			1	6	2
TOTAL TALLIES	0	1	1	18	14	0	0	14	110	12

I-D Ratio $\frac{20}{14} = 1.43$

Table 6

Summary of Interaction Analysis for Tape 3

CATE-GORY	1	2	3	4	5	6	7	8	9	10
1										1
2				2	2			1	24	
3		1	2		1			1	1	
4				4				4	3	
5				1	17			8	3	
6					1					
7										
8				1				3	4	1
9		18	3	3	8				220	4
10				1		1			5	2
TOTAL TALLIES	0	19	5	12	29	1	0	9	265	11

I-D Ratio $\frac{36}{30} = 1.20$

The three taped discussions focused on the grading system used in high school, a new mini course, and detention after school. The computed I-D ratios for the three meetings were 3.45, 1.43, and 1.20, respectively. The I-D ratio for the grading system discussion indicated that the student leader utilized a very high degree of indirectness in leading the group. This result suggests that efforts were made to encourage other members of the group to participate in the discussion through acceptance of feelings, praise, accepting and using their ideas, and asking questions. The results for the other meetings indicated that the student leader used indirect influence to a greater degree than direct influence.

The results of the interaction analysis suggest that objective 4 was achieved. The data indicate that the group leaders were effective in using techniques to involve members of each group in its deliberations.

V. Leadership Ability Evaluation

The Leadership Ability Evaluation instrument was administered to the student sub-committee members to ascertain their decision-making pattern or the social climate that they perceived as characterizing their leadership behavior. The four scale scores and total score were computed for each respondent.

The scores for each scale were classified into one of three categories based on the norms for typical youth: a T-score above 60, a T-score between 40 and 60, and a T-score below 40. The frequency distributions for students in each school and the composite are presented in Table 7. The total score, representing the characteristic decision pattern of an individual, was compared with the mean value for the norms based on both typical youth and outstanding youth leaders. The results are depicted in Table 8.

Table 7

Distribution of Scale Scores on the Leadership Ability Evaluation Form
For Committee Officers by School

		Scale				
School	Level	Laissez-Faire	Democratic Cooperative	Autocratic Submissive	Autocratic Aggressive	Total
Brainerd	High	0	11	4	0	15
	Average	7	8	13	11	39
	Low	13	1	3	9	26
	Total	20	20	20	20	80
Chattanooga	High	0	3	1	1	5
	Average	5	5	5	4	19
	Low	3	0	2	3	8
	Total	8	8	8	8	32
Composite	High	0	14	5	1	20
	Average	12	13	18	15	58
	Low	16	1	5	12	34
	Total	28	28	28	28	112

Table 8

Distribution of Total Scores on the Leadership Ability
Evaluation Form For Committee Officers by School

School	Typical Individuals' Norms 12 or below	Above 12	Outstanding Leaders' Norms 10 or below	Above 10	Total
Brainerd	16	4	13	7	20
Chattanooga	6	2	3	5	8
Combined	22	6	16	12	28

On the laissez-faire scale, approximately one-third of the Brainerd students scored average, indicating an acceptable dependence on group members in arriving at decisions. Approximately forty percent of the students at Brainerd scored in the acceptable range on the democratic-cooperative scale (parliamentary procedure-centered decision pattern), sixty-five percent on the autocratic-submissive scale (committee-centered decision pattern), and fifty-five percent on the autocratic-aggressive scale (ego-centered leader decision patterns). The results indicated that about one-half of the Brainerd students scored in the average category on all scales.

The total scores for the Brainerd students showed that sixty-five percent of the students obtained scores of ten or less, which indicated effective leadership. Eighty percent of the fourteen students scored twelve or below, the mean for typical youth. These results would suggest that the committee officers at Brainerd compared very well with the norm population of the instrument on effective leadership.

About sixty percent of the Chattanooga High School students scored in the acceptable range on the laissez-faire scale. Sixty percent of the students were also classified as average on the democratic-cooperative scale. The remainder were in the high category. Approximately sixty percent of the respondents scored in the average range on the autocratic-submissive scale. Fifty percent were in the acceptable range on the autocratic-aggressive scale. There was a mixed or irregular pattern of score distributions across the four scales.

Three of the eight Chattanooga High students obtained total scores of ten or below. Thus, it can be concluded that about forty percent of the students may be regarded as effective leaders based on their total scores.

Seventy-five percent of the students scored twelve or less. This would indicate that the committee members are more effective leaders as a composite group than most typical youth.

The summary data for the total scores on the Leadership Ability Evaluation are depicted in Table 9. The mean scores for students from the two schools were approximately equal. In the case of both schools, the mean scores were only slightly greater than 10, which differentiates between outstanding leaders (not greater than 10) and less outstanding leaders (greater than 10).

The composite picture for the students from the two Chattanooga schools reveals that sixteen of the twenty-eight respondents obtained total scores, indicating effective leadership. Seventy-five percent of the twenty-eight students scored lower than the mean for typical youth. These results indicate that a large majority of the students are more effective leaders than typical youth. The mean scores for students from the two schools provide further substantiation of this conclusion. Although objective 5 was only partially achieved, the total scores for the composite groups of students suggest that a relatively high quality of leadership exists among the committee members at both project schools.

VI. Model Evaluation

The Committee Operations Evaluation Form was administered to a sample of students who were committee members. The form was designed to provide information about respondents' perceptions of the effectiveness of the Chattanooga component program model for student committees. A neutral score, neither positive nor negative, on the Chattanooga Committee Operations Evaluation Form has a value of sixty based on a neutral item response value of three for each of the twenty items.

Table 9

Summary Data on the Leadership Ability Evaluation by School

	Brainerd High	Chattanooga High
N	20	8
Mean	10.29	10.16
S.D.	2.67	3.21

The summary of the student evaluation of the Chattanooga model is presented in Table 10. The obtained means for each school exceeded the neutral score for the form. School means and standard deviations were about the same at both schools, thereby reflecting similar variability among the two sets of scores.

The t-test analysis of school means revealed that both means were positive to a statistically significant extent. A high degree of significance was obtained by the students as reflected by the magnitude of the t-test statistics. The results indicate that the model is regarded by students as a viable approach to increase student participation in educational decision making.

CONCLUSIONS

The evaluation of the Chattanooga component program of Project CLUE for 1972-73 focused on the committee strategy specifically and the impact of the program on the students. The evaluation involved students who served on the various sub-committees in the two project schools. The information from the students provided the basis for the conclusions regarding the component program.

The students perceived that they were successful in applying the decision-making skills which are specified in the Chattanooga component model as reflected by scores on the Sub-Committee Member Role Scale. The results from the Leadership Ability Evaluation provided corroboration of the students' self-perceptions. To varying degrees, students in the two project schools provided evidence that they can discriminate between facilitative and restrictive factors which must be considered in decision-making situations. The use of indirect influence by student leaders to engage other students in discussion was apparent from the tape analyses. The accumulative evidence suggests that students demonstrated their abilities to function effectively in decision-making situations and to exercise leadership with their peers.

Table 10

Summary of Data and t-test Analysis for Chattanooga Students on the Model Evaluation Scale

	Brainerd High	Chattanooga High
N	19	14
Mean	81.74	75.43
S.D.	8.11	8.74
t*	11.68	6.60
$H_o : \mu$	60	60

*t = ±2.101, df = 18, level of significance = .05

t = ±2.160, df = 13, level of significance = .05

The findings from the Committee Evaluation Scale and the tapes indicate that the committee strategy has been implemented by the component with a relatively high degree of success. The students felt positively about most aspects of the committee operations. They perceived that there is a need to improve the follow up on committee recommendations by the school administration. Improvements in the specificity and quality of committee recommendations and procedures for responding to recommendations may need to be made in order to facilitate follow-up actions by the school administration and faculty.

The process model that has been implemented by the Chattanooga component has had positive effects in the project schools. The direct evaluation of the model by students revealed that they regarded the model as a feasible and effective way to increase student involvement in educational decision making. The 1972-73 evaluation of the Chattanooga component program provided evidence that success has been achieved in developing students' skills for effective participation in school decision making. Through the development and utilization of student leadership, schools can become more responsive to the concerns of students and professional personnel by providing a mechanism for involving all who are affected in the resolution of problems.

APPENDIX

Appendix A

SUB-COMMITTEE MEMBER ROLE SCALE

School: ______________________ Grade: ______________________

Sub-Committee: ______________________

INSTRUCTIONS: In the space labeled "School," write the name of your school. In the space labeled "Sub-Committee," write the name of your sub-committee. In the space labeled "Grade," write your grade classification. Use your best judgment in responding to each item. Your choices of responses to each item are: Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. If you feel that a statement is definitely true, you should mark the Strongly Agree answer. If you feel that a statement is probably true, you should mark the Agree answer. If you feel that a statement is partially true and partially false, you should mark the Undecided answer. If you feel that a statement is probably false, you should mark the Disagree answer. If you feel that a statement is definitely false, you should mark the Strongly Disagree answer.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Most of the time, I understand the nature of the problems that my sub-committee discusses.	____	____	____	____	____
2. I usually could not define the problem that our sub-committee is dealing with if I were asked to do so.	____	____	____	____	____
3. The important aspects of the problems that my sub-committee considers are often unclear to me.	____	____	____	____	____
4. I am able to identify one or more solutions to most of the problems discussed by my sub-committee.	____	____	____	____	____
5. It is difficult for me to participate freely in the discussions of my sub-committee.	____	____	____	____	____
6. I feel that I contribute to my sub-committee's consideration of problems presented to us.	____	____	____	____	____
7. My participation in the discussions of my sub-committee usually improves the interaction among the members.	____	____	____	____	____

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. Brainstorming with my sub-committee is not really enjoyable to me.	____	____	____	____	____
9. I feel that I make important contributions when my sub-committee explores various solutions to a problem.	____	____	____	____	____
10. I usually have something to say when my sub-committee engages in brainstorming.	____	____	____	____	____
11. When my sub-committee discusses a problem, I can identify some of the factors that interfere with solving it.	____	____	____	____	____
12. I do not understand the reasons why problems discussed by my sub-committee have not been solved.	____	____	____	____	____
13. If I am familiar with a problem addressed by my sub-committee, I am usually able to state at least one difficulty in solving it.	____	____	____	____	____
14. Factors that contribute to the solution of problems my sub-committee discusses are generally not identifiable to me.	____	____	____	____	____
15. I am able to help my sub-committee recognize the facilitating, or helping, factors for solving specific problems.	____	____	____	____	____
16. My suggestions concerning forces to resolve problems are usually helpful to my sub-committee.	____	____	____	____	____
17. The decisions that my sub-committee makes are generally unacceptable to me.	____	____	____	____	____

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
18. I give fair consideration to the ideas offered by other members of my sub-committee.	____	____	____	____	____
19. My relationship with other members of my sub-committee contributes to resolving differences of opinion in a democratic way.	____	____	____	____	____
20. The members of my sub-committee usually regard me as unwilling to accept their views in solving problems.	____	____	____	____	____

Appendix B-1

1. Most of the members understand the purposes of the sub-committee.
2. The sub-committee chairman respects each member's rights as a person.
3. Our advisors/resource persons participate in our discussions.
4. The sub-committee is fair in considering the ideas of everyone.
5. The sub-committee members seek to understand the important aspects of each problem considered.
6. Most of the topics discussed in sub-committee meetings are important.
7. Sub-committee purposes are worthwhile.
8. The sub-committee chairman tries to be fair with sub-committee members.
9. There is a friendly feeling between students on the sub-committee and school administrators.
10. Alternative solutions to problems are considered.
11. Our advisors/resource persons remain objective and fair in considering all points of view.
12. The ideas presented by each sub-committee member are treated equally.
13. Most of the recommendations made by the sub-committee are important.
14. Most of the students and faculty at this school agree with the purposes of the sub-committee.
15. I feel free to say what I think to advisors/resource persons in the sub-committee meetings.
16. Each sub-committee member has the opportunity to present ideas to the sub-committee.
17. The sub-committee chairman does not ignore the opinions of those who disagree with him or her.
18. Most sub-committee members usually do not have to be prodded to participate.
19. Our advisors/resource persons give advice to the sub-committee.
20. The sub-committee is not just a "Mickey Mouse" sub-committee.
21. The problems considered by the sub-committee are treated in adequate detail.
22. The sub-committee chairman seeks various points of view about the topics discussed.
23. Conflict or differences of opinion among sub-committee members are usually resolved in a democratic manner.
24. Most of the sub-committee members have a genuine interest in their work.
25. Our advisors/resource persons are interested in our sub-committee work.
26. Advisors/resource persons and students on the sub-committee cooperate with each other.
27. The recommendations made by the sub-committee are usually sound.
28. Student opinions are given as much consideration by the sub-committee as the opinions of advisors/resource persons.
29. The sub-committee deals with different aspects of the problem area for which it is responsible.
30. There is a friendly feeling between students on the sub-committee and advisors/resource persons.

1. Most of the members understand the purposes of the steering committee.
2. The steering committee chairman respects each member's rights as a person.
3. The non-student members of thesteering committee participate in our discussions.
4. The steering committee is fair in considering the ideas of everyone.
5. The steering committee members seek to understand the important aspects of each problem considered.
6. Most of the topics discussed in steering committee meetings are important.
7. Steering committee purposes are worthwhile.
8. The steering committee chairman tries to be fair with committee members.
9. There is a friendly feeling between students on the steering committee and school administrators.
10. Alternative solutions to problems are considered.
11. Our non-student steering committee members remain objective and fair in considering all points of view.
12. The ideas presented by each steering committee member are treated equally.
13. Most of the recommendations made by the steering committee are important.
14. Most of the students and faculty at this school agree with the purposes of the steering committee.
15. Student and non-student membersof the steering committee feel free to say what they think in the committee meetings.
16. Each steering committee member has the opportunity to present ideas to the committee.
17. The steering committee chairman does not ignore the opinions of those who disagree with him or her.
18. Most steering committee members usually do not have to be prodded to participate.
19. The non-student members of our steering committee do not dominate the committee.
20. The steering committee is not just a "Mickey Mouse" committee.
21. The problems considered by the steering committee are treated in adequate detail.
22. The steering committee chairman seeks various points of view about the topics discussed.
23. Conflict or differences of opinion among steering committee members are usually resolved in a democratic manner.
24. Most of the steering committee members have a genuine interest in their work.
25. The non-faculty members are interested in our steering committee work.
26. Students and non-students on the steering committee cooperate with each other.
27. The recommendations made by the steering committee are usually sound.
28. Student opinions are given as much consideration by the steering committee as the opinions of non-students.
29. The steering committee deals with different aspects of the school program for which it is responsible.
30. There is a friendly feeling between students and non-students on the steering committee.

Appendix C-1

Check the committee of which
you are a member:
Academic ________
Non-Academic ________
Human Relations ________
Communications ________

Curriculum Problem

(Academic Committee)

Problem - Students perceive that the high school curriculum today is inadequately preparing them for today's job opportunities.

Existing Conditions

Last week's edition of the student newspaper aroused student concern due to the editor's attack on the lack of courses offered to those students who are interested in acquiring a technical education. The editor revealed findings of a recent survey in which 36 percent of the student body reported their education at Academic High School inadquately prepared them for their interest in technical education. The principal, who has shown that he is adaptable to change, recalled local board policy requiring that "students enroll at Tech High, if a vocational or technical education is desired, which would presently make it impossible for technical courses to be added to Academic High School's existing curriculum." The editor felt that the continued increase in dropouts should lead to a closer examination of the curriculum and also the feelings school people have about technical education. He felt that teachers often fail to make changes in the curriculum as the need arises. He requested students to re-examine their perceptions of technical education and to change their stereotyped ideas about technical education students.

Evaluate - Place a plus (+) by each statement you feel is a helping force in the solution to this curriculum problem. Place a minus (-) by each statement that, in your opinion, acts as a hindering force.

_____ 1. Student interest in school problems.

_____ 2. School board policy.

_____ 3. Information from the student survey.

_____ 4. Students' attitudes toward technical education.

_____ 5. Cost of technical education.

_____ 6. Students' view of technical education students.

_____ 7. Teachers' attitudes toward curriculum change.

_____ 8. School atmosphere where students can study problems.

_____ 9. School guidance program.

_____ 10. Principals' attitude toward change.

Appendix C-2

Please check the committee
of which you are a member:
Academic ______
Non-Academic ______
Human Relations ______
Communications ______

CLUB PERIOD SCHEDULING

(Non-Academic Problem)

Problem: To schedule a weekly 30-minute club meeting period. Four alternate plans were proposed by a student committee.

Statement of Existing Conditions:

1. Clubs must be sponsored by a faculty member.
2. School day starts at 8:30 a.m., ending at 3:30 p.m. and includes provision for a daily 30-minute activity period that could be used for club meetings.
3. Students requested alternative plans for resolving the problem.
4. Thirty percent of the students ride transit or school buses to and from school.
5. Sixteen percent of all students are dismissed by 2:30 p.m. for part-time job opportunities.
6. Principals and teachers request a minimum of class interruption in the implementation of the newly formed plan.
7. Plan B below provides for those students not electing club participation to be scheduled in a homeroom supervised by a teacher who does not sponsor a club.
8. A majority of the teachers feel that extra-curricular activities should be scheduled at other than the regular school hours.
9. Teachers feel that club activities provide worthwhile experiences for most students.

10. Many teachers feel that a request to sponsor clubs at any time outside school hours is too demanding.

11. Students, teachers, and administrators agree that 30 minutes per week provides ample time for club meeting.

12. Students not electing to join a club in plans A and C have the choice of attending a teacher supervised study hall or socializing in the school cafeteria with student supervision.

13. Plans A and C below necessitate the provision of teachers to either provide supervised study halls or to supervise hall areas.

14. Teachers who do not sponsor clubs often pressure students who are not club members to join a club primarily to avoid disciplinary problems in combined homerooms.

15. Teachers feel that students should be supervised by adults and accounted for at all times during the regular school day.

Student Committee Alternate Plans:

A.	Activity/Club Period	8:30 - 9:00
B.	Activity/Club Period	1:30 - 2:00
C.	Activity/Club Period	3:00 - 3:30
D.	Club Meeting Time	3:35 - 4:05

Evaluate

After reading the Statement of Existing Conditions, evaluate the following statements by placing a plus (+) by each statement you feel is a helping force in the solution to this club scheduling problem. Place a minus (-) by each statement that, in your opinion, acts as a hindering force. Remember that there are four plans (A B C and D), each being scheduled at a different hour.

Plan A - Activity/Club Period - 8:30-9:00 A.M.

____ 1. A majority of the teachers feel that extra-curricular activities should be scheduled either before or after school.

____ 2. Many teachers feel that a request to sponsor a club at times other than school hours is too demanding.

____ 3. Students electing not to join a club in this plan (8:30-9:00 A.M.) have a choice of attending a teacher supervised study hall or socializing in the school cafeteria.

Plan B - Activity/Club Period - 1:30-200 P.M.

____ 1. Students electing not to participate in club activities at the 1:30-200 meeting time would be scheduled in a combined homeroom supervised by a teacher who does not sponsor a club.

____ 2. Many teachers feel that a request to sponsor a club at times other than school hours is too demanding.

____ 3. Teachers who do not sponsor clubs often pressure students not belonging to clubs to join a club primarily to avoid disciplinary problems in the combined homerooms.

____ 4. Teachers feel that students should be supervised by adults and accounted for at all times during the school day.

Plan C - Activity/Club Period - 3:00-3:30 P.M.

____ 1. 16% of the students are dismissed by 2:30 P.M. for part-time job opportunities.

____ 2. A majority of the teachers feel that extra-curricular activities should be scheduled either before or after school.

____ 3. Many teachers feel that a request to sponsor a club at times other than school hours is too demanding.

(Plan C cont'd)

____ 4. Students electing not to join a club in this plan (3:00-3:30 P.M.) have the choice of attending a teacher supervised study hall or socializing in the school cafeteria.

Plan D - Club Meeting Time - 3:35-4:05

____ 1. 30% of the students ride transit or school buses to and from school.

____ 2. 16% of the students are dismissed by 2:30 P.M. for part-time job opportunities.

____ 3. A majority of the teachers feel that extra-curricular activities should be scheduled either before or after school.

____ 4. Many teachers feel that a request to sponsor a club at times other than school hours is too demanding.

Please check the committee
of which you are a member:
Academic ____
Non-Academic ____
Human Relations ____
Communications ____

Appendix C-3

ORDER IN THE CLASSROOM

(Human Relations Problem)

Problem: An eleventh grade social studies teacher is experiencing classroom management problems.

Statement of Existing Conditions:

In an eleventh grade social studies class of forty-two students (predominantly white) taught by a black teacher, a disturbance develops centering around a disruption caused by two students, a black male and a white male. The two students try to incite others and generally threaten the atmosphere of good classroom management.

Even though many students joined in the disturbance, several students ignored the opportunity to be disruptive and requested a conference with the principal to ask for an investigation that hopefully would alleviate conditions leading to the poor study atmosphere.

Upon investigation, the principal found that: (1) the teacher frequently yells at the students; (2) the teacher feels that she is often unable to maintain class control; (3) the teacher feels that the students hate her; and (4) the teacher is aware of her problem with classroom control.

Other teacher reports indicate that the teacher with the classroom management difficulties has discussed techniques, procedures, and methods that have proved successful with fellow teachers. Fellow faculty members have loaned her professional articles and books specifically written for educators dealing with the problem experienced by the social studies teacher.

Evaluate - Place a plus (+) by each statement you feel is a helping force in the solution to this human relations problem. Place a minus (-) by each statement that, in your opinion, acts as a hindering force.

_____ 1. Class of forty-two students.

_____ 2. Request by several students to the principal for an investigation.

_____ 3. Teachers yells at students.

_____ 4. Teachers feels that students hate her.

_____ 5. Teacher is aware of her classroom control problems.

_____ 6. Teacher has discussed the problem with fellow teachers.

_____ 7. Fellow teachers have offered various forms of assistance.

Appendix D

Flanders System of Interaction Analysis

TEACHER TALK	INDIRECT INFLUENCE	1. * ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.
		2. * PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying "uhhuh?" or "go on" are included.
		3. * ACCEPTS OR USES IDEAS OF STUDENT: clarifying, building, or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category 5.
		4. * ASKS QUESTIONS: asking a question about content or procedure with the intent that a student answer.
	DIRECT INFLUENCE	5. * LECTURES: giving facts or opinions about content or procedure; expressing his own idea; asking rhetorical questions.
		6. * GIVES DIRECTIONS: directions, commands, or orders with which a student is expected to comply.
		7. * CRITICIZES OR JUSTIFIES AUTHORITY: statements intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing, extreme self-reference.
STUDENT TALK		8. * STUDENT TALK-RESPONSE: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.
		9. * STUDENT TALK-INITIATION: talk by students, which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
		10. * SILENCE OR CONFUSION: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

Appendix E

COMMITTEE OPERATIONS EVALUATION FORM

School: ______________________ Grade: ______________________

Committee: ______________________ Position: Chairman____; Secretary____; Member______

INSTRUCTIONS: Using the student activities program of your school as an example, please respond to the items on this form. It is recognized that you may be more familiar with some aspects of the program and its implementation than you are with others. Using your best judgment, respond to all items honestly and frankly. If you feel that a statement is definitely true for your student activities program, you should check the Strongly Agree answer. If you feel that a statement is true to a great extent, you should check the Tend To Agree answer. If you feel that a statement is partly true and partly false, you should check the Undecided answer. If you feel that a statement is untrue to some degree, you should check the Tend to Disagree answer. If you feel that a statement is definitely untrue, you should check the Strongly Disagree answer.

	Strongly Agree	Tend To Agree	Undecided	Tend To Disagree	Strongly Disagree
1. I like the method used for selecting members of sub-committees.	______	______	______	______	______
2. I like the method used for selecting officers of sub-committees.	______	______	______	______	______
3. Provisions should be made to retain some officers of sub-committees from one year to the next.	______	______	______	______	______
4. Provisions should be made to retain some members of each sub-committee from one year to the next.	______	______	______	______	______
5. The size of sub-committees is workable.	______	______	______	______	______
6. The organization of sub-committees on the basis of problem areas or interest areas is desirable.	______	______	______	______	______
7. Different student groups in my school have representatives on sub-committees.	______	______	______	______	______
8. Sub-committees provide a way for involving members in school decision making.	______	______	______	______	______

	Strongly Agree	Tend To Agree	Undecided	Tend To Disagree	Strongly Disagree
9. Sub-committees provide a way for involving all students in school decision making through representation.					
10. It is desirable to have all students involved in school decision making in some way.					
11. A student activities director should attend all sub-committee meetings.					
12. Generally, sub-committee meetings should be held during the school day.					
13. When there is a need, resource persons should be invited to the sub-committee meetings.					
14. The sub-committee should always take some positive action at its meeting.					
15. The model for student involvement in decision making (problem definition, alternative solutions, testing of a solution, etc.) needs to be followed for the sub-committees to be effective.					
16. Workshops for sub-committee members are helpful.					
17. Representation of both students and school personnel on the sub-committees is desirable.					
18. The division of responsibilities for the Steering Committee and the Sub-Committees is useful.					
19. Students from all grade levels in the school should be members of the sub-committees.					
20. Self-evaluation by the sub-committees is desirable.					

21. What improvements in the committee's organization and way of working need to be made, if any?

22. What are the strengths/successes of the committee's organization and way of working, if any?

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INTRODUCTION

The central focus of Project CLUE (Cooperative Leadership for Urban Education) is "to develop cooperatively a model for achieving the involvement of urban students in learning strategies that will change student apathy into positive action and channel student activism into responsible accomplishment." Each of the participating school systems--Chattanooga, Knoxville, Memphis, and Nashville--has developed a program that represents an alternative strategy for accomplishing the project's goal. Through cooperative development and refinement of the strategies, the individual programs can have an impact in the four systems and provide a vehicle for attacking other specific problems of mutual concern.

The Knoxville program is designed to facilitate communication between students and educators within the school system. The program is viewed as a response to the feeling of alienation that many young people feel today. It involves the establishment of new relationships between students and school personnel to meet the new expectations of students.

Knoxville's CLUE project has been developed in three schools--Austin-East, Bearden, and Rule High Schools. The schools may be described as follows:

School	Location	General Curriculum	Racial Balance
Austin-East	inner city	comprehensive	predominantly black
Bearden	suburban	college preparatory	predominantly white
Rule	inner city	comprehensive	majority white

The first year of Project CLUE was a planning year for all components. The second year (1970-71) was the first operational year, during which the Knoxville component set up minicourses, especially in eleventh and twelfth grade English, and began to work on student curriculum study committees. The committee work became the basis for developing the model used in the 1971-72 and 1972-73 school years. Additional curriculum development efforts were undertaken in 1972-73 in response to expressed interests of students.

The Knoxville component developed and implemented a model for student involvement that utilized curriculum study committees as the basic organizational strategy. Curriculum study committees gave the students an opportunity to apply their ideas and energy to restructure curriculum content, organization of materials, and instructional methodology. They participated in establishing course goals, suggesting interest areas, and planning classroom activities. Through these committees, the students had an opportunity to function in an advisory and planning capacity in all matters of the school except the professional welfare of teachers. This framework facilitated two-way communication between the students and the professional staff of the school. Positive involvement of students gave them an opportunity to participate in the development of a curriculum that is more interesting and meaningful to them.

Curriculum study committees were organized around major curriculum areas. The curriculum in each school determined the committee areas of emphasis. Basic areas were language arts, social sciences, mathematics and science, the arts, and technical subjects.

Each committee contained no less than twelve nor more than eighteen students. Figure 1 shows the committees which were organized and functioned in each school during the 1972-73 school year.

Each curriculum study committee provided for representation of student sub-groups by grade level, race, sex, ability, academic program, and sub-culture. The following method was used in the selection of students to serve on each curriculum committee in each school:

(1) One-third of the students was selected by the teachers of the department in the school.

(2) One-third of the students was selected by the students. This was done by either of the following or by a combination of these methods:

 (a) Election through Student Council.

 (b) Volunteers or nominations elected by each grade level.

 (c) Volunteers or nominations elected by individual classes within each department.

(3) One-third was selected by the student curriculum coordinator. This insured representation from the various groups mentioned in the criteria for selection. The chairman and vice-chairman of each curriculum study committee served on the ad hoc committee.

Each committee was formally organized and elected a chairman, vice-chairman, and secretary. The officers were responsible for providing committee leadership as the committees performed their functions.

A student curriculum coordinator was located in each school. These individuals worked closely with the students and the faculty in...

Figure 1

Student Curriculum Committees by School

Austin-East	Bearden	Rule
ad hoc	ad hoc	ad hoc
Business and Applied Arts	Business and Industrial Arts	Business and Commercial Arts
Fine Arts	English	English
Health and Physical Education	Fine Arts	Health, Home Economics and Driver Education
Language Arts	Foreign Language	Mathematics and Science
Mathematics and Science	Health, Physical Education, and Driver Education	Music and Art
Social Studies	Industrial Arts and Home Economics	Physical Education
Vocational	Mathematics	Social Studies
	Science	Vocational and Industrial Arts
	Social Studies	

implementing proposed curriculum changes and in seeing that those changes evolved into practical instructional activities.

The plan was designed to involve students, teachers, and administrators in a cooperative planning arrangement for identifying problems of the school and establishing priorities for solving problems. The various groups involved examined alternative solutions to the problems, selected from the potential solutions those approaches that seemed most appropriate for the school's needs, secured approval from the school administration, and implemented the revisions when possible.

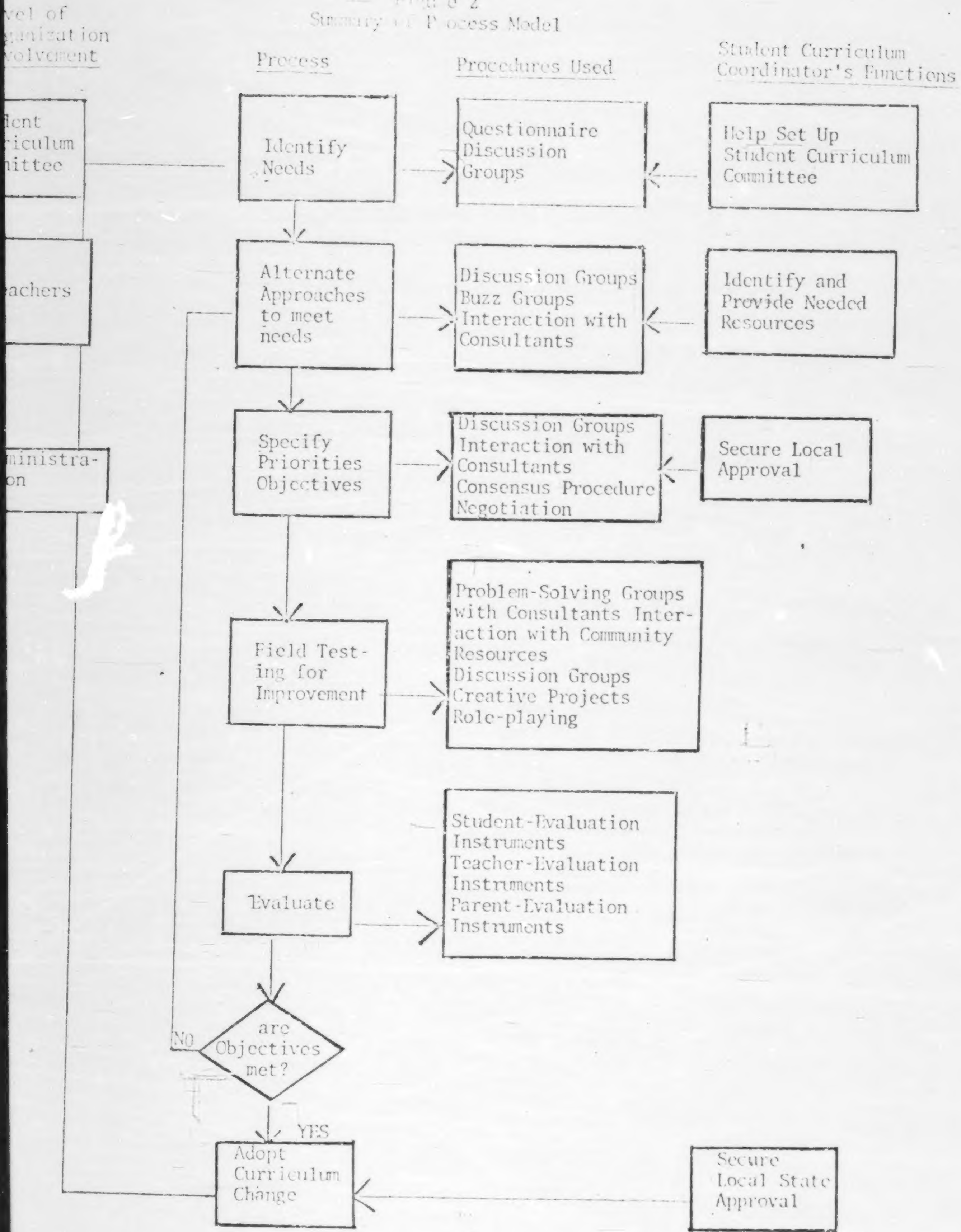
Figure 2 illustrates the process model that was implemented by the Knoxville component. It shows the relationships between the levels of organizational involvement, the process of curriculum change, and the functions of the Student Curriculum Coordinator. The formal lines of information flow represent a systematic approach to changing the curriculum and to involving students in this process.

The evaluation report from the Knoxville component of Project CLUE contains four sections. The first section presents the component goal and objectives. The next section describes the data sources that were used in the evaluation. The evaluation findings are presented in the third section. The final section focuses on conclusions that are based on the evaluation data.

OBJECTIVES

The Knoxville component program of Project CLUE is concerned with discovering effective ways to involve high school students in the design and development of an improved school curriculum. The students share responsibility with the school staff for planning

Figure 2
Summary of Process Model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Interaction with
Consultants
Identify and
Provide Needed
Resources
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on
Specify
Priorities
Objectives
Discussion Groups
Interaction with
Consultants
Consensus Procedure
Negotiation
Secure Local
Approval
Field Testing for
Improvement
Problem-Solving Groups
with Consultants Interaction with Community
Resources
Discussion Groups
Creative Projects
Role-playing
Evaluate
Student-Evaluation
Instruments
Teacher-Evaluation
Instruments
Parent-Evaluation
Instruments
NO
are
Objectives
met?
YES
Adopt
Curriculum
Change
Secure
Local State
Approval

and improving high school course offerings to meet students' needs and interests. The stated goal of the component program is "to achieve the positive involvement of urban students at the secondary level in the development and design of an improved curriculum."

The component program goal served as a focal point for developing student-oriented objectives and delineating program activities. The student objectives for the component are as follows:

(1) Students who participate on the curriculum study committees will demonstrate their ability to apply leadership skills as measured by 70 percent of the students' scores falling within the acceptable range (between a T-score of 40 and a T-score of 60) on the four scales of the Leadership Ability Evaluation Instrument.

(2) Students who participate on the curriculum study committees will respond to a significantly positive degree toward their involvement in school decision-making as measured by the Committee Evaluation Scale.

(3) Students will respond to a significantly positive degree toward project activities that are implemented in response to curriculum problems as measured by the Activity Evaluation Form.

(4) Students will demonstrate significantly positive attitudes toward the implementation of the student curriculum study committee strategy for student involvement as measured by the Model Evaluation Form.

The component goal and student objectives provide the parameters for the component program activities and the evaluation procedures that were utilized.

INSTRUMENTS AND DATA COLLECTION

The evaluation of the Knoxville component program during the 1972-73 school year incorporated a variety of instruments and data sources. They included commercial instruments and instruments developed by the Bureau of Educational Research and Services at Memphis State University. The evaluation plan for the Knoxville component program is presented in Figure 3.

The Leadership Ability Evaluation Form, a commercial instrument, was administered to all students who were committee officers in October, 1972, and April, 1973. The instrument provides individual scores for four types of leadership patterns: laissez-faire, democratic-cooperative, autocratic-submissive, and autocratic-aggressive. A weighting procedure is used in combining the four scores to produce a total score that represents the decision pattern of the individual respondent. The data for the form are summarized and presented in a frequency distribution format. A t-test analysis of change scores was performed for each school.

The Committee Evaluation Scale was administered to all student committee members in April, 1973. The scale was developed by the Bureau of Educational Research and Services at Memphis State University. The fifty-eight item Committee Evaluation Scale covers eight areas: committee role, committee leadership, student committee member role, decision-making process, role of resource persons,

Figure 3

Evaluation Plan for the Knoxville Component
of Project CLUE - 1972-73

Data Source	Subjects	Data Collection Schedule	Objective Reference
Leadership Ability Evaluation	Committee officers	October, 1972 and April, 1973	1
Committee Evaluation Scale	Committee members	April, 1973	2
Activity Evaluation Form	Sample of students	April, 1973	3
Model Evaluation Form	Committee officers	April, 1973	4

interaction of student committee members and adults, significance of problems considered, and follow-up on recommendations. A five-point scale was utilized in responding to the items. Scores were computed and analyzed for each sub-scale and the total scale.

The Activity Evaluation Form was administered in April, 1973, to students who participated in a representative sample of curricular activities that were implemented during the school year. The form employs the semantic differential technique of evaluation. It is composed of seven sets of bipolar adjectives utilizing a five-point response scale for each set. The mean response was computed for each activity and analyzed to determine the students' attitudes toward the activity.

The Model Evaluation Form was administered in April, 1973, to student committee officers in each project school. The instrument, which was developed by the Bureau of Educational Research and Services at Memphis State University, is composed of twenty items. It was designed to assess the adequacy and effectiveness of the program model that was implemented in the Knoxville component program. The responses were scored on a five-point scale to obtain a total score for each respondent.

The next section of the evaluation report for the Knoxville component program presents the data that were collected and analyzed to assess the program's effects during the 1972-73 school year.

FINDINGS

The summary and results for each data source used in evaluating the Knoxville component program of Project CLUE are presented in this section of the report. The presentation is organized by data source.

Leadership Ability Evaluation

The Leadership Ability Evaluation instrument was administered to the Student Curriculum Committee officers to ascertain their decision-making pattern or the social climate that they perceived as characterizing their leadership behavior. The four scale scores and total score were computed for each respondent.

The scores for each scale were classified into one of three categories based on the norms for typical youth: a T-score above 60, a T-score between 40 and 60, and a T-score below 40. The frequency distributions for students in each school and the composite are presented in Table 1. The total score, representing the characteristic decision pattern of an individual, was compared with the mean value for the norms based on both typical youth and outstanding leaders. The results are depicted in Table 2.

On the laissez-faire scale, all of the Austin-East students scored average, indicating an acceptable dependence on group members in arriving at decisions. Among students at Austin-East, eighty percent scored in the acceptable range on the democratic-cooperative scale (parliamentary procedure-centered decision pattern), sixty-seven percent on the autocratic-submissive scale (committee-centered decision pattern), and forty-four percent on the autocratic-aggressive (ego-centered leader decision patterns) scale. The results indicated that fifty-eight percent of the Austin-East students scored in the average category on all scales.

The total scores for the Austin-East students showed that one of the students obtained a score of ten or less, which would indicate effective leadership. Only four of the seventeen students

Table 1

Distribution of Posttest Scale Scores on the Leadership Ability Evaluation Form For Committee Officers by School

School	Level	Laissez-Faire No.	Democratic Cooperative No.	Autocratic Submissive No.	Autocratic Aggressive No.	Total No.	Percent
Austin-East	High	0	0	6	10	16	22
	Average	18	4	12	8	42	58
	Low	0	14	0	0	14	20
	Total	18	18	18	18	72	100
Bearden	High	0	9	0	0	9	10
	Average	15	12	17	5	49	53
	Low	8	2	6	18	34	37
	Total	23	23	23	23	92	100
Rule	High	0	7	4	3	14	14
	Average	16	16	19	18	69	72
	Low	8	1	1	3	13	14
	Total	24	24	24	24	96	100
Composite	High	0	16	10	13	39	15
	Average	49	32	48	31	160	62
	Low	16	17	7	21	61	23
	Total	65	65	65	65	260	100

Table 2

Distribution of Posttest Total Scores on the Leadership Ability Evaluation Form for Committee Officers by School

School	Typical Individuals' Norms 12 or below	Typical Individuals' Norms above 12	Outstanding Leaders' Norms 10 or below	Outstanding Leaders' Norms above 10	Total
Austin-East	4	14	1	17	18
Bearden	15	8	8	15	23
Rule	20	4	11	13	24
Combined	39	26	20	45	65

scored twelve or below, the mean for typical youth. These results would suggest that the committee officers at Austin-East did not compare very well with the norm population of the instrument on effective leadership.

About two-thirds of the Bearden students scored in the acceptable range on the laissez-faire scale. All of the others scored low on the scale. One-half of the students were classified as average on the democratic-cooperative scale. Most of the remainder were in the high category. About three-fourths of the respondents scored in the average range on the autocratic-submissive scale. Forty-four percent were in the acceptable range on the autocratic-aggressive scale. There was a mixed or irregular pattern of score distributions across the four scales resulting in fifty-three percent of the students scoring in the acceptable range on all scales.

Eight of the twenty-three Bearden students obtained total scores of ten or below. Thus, it can be concluded that more than one-third of the students may be regarded as effective leaders based on their total scores. Seventy-five percent of the students scored twelve or less. This would indicate that the committee officers are more effective leaders as a composite group than most typical youth.

Among the Rule students, sixty-seven percent scored in the average range on the laissez-faire scale. Sixty-seven percent of the students were also in the acceptable range on the democratic-cooperative scale. On the autocratic-submissive scale, eighty percent of the students were in the average category. Two-thirds of the respondents scored in the acceptable range on the autocratic-aggressive scale. The response distribution patterns for Rule students were variable among the four scales with sixty-two percent of the scores being in the acceptable range.

On the total score, about forty-two percent of the Rule students scored ten or less, indicating effective leadership. However, twenty of the twenty-four respondents obtained total scores of twelve or less. These results indicate that as a group the students are more effective leaders than typical youth.

The analysis of the pretest and posttest total scores on the Leadership Ability Evaluation is presented in Table 3. The data revealed that there was a decrease in the mean score, a favorable change, between the pretest and posttest for committee officers at Austin-East and Rule. The change was statistically significant for Rule students. The Bearden students had a statistically significant increase in mean scores between the pretest and posttest. On the posttest, the students from Rule ranked lowest as a group

Table 3

Summary of Data and t-test Analysis for Pretest and Posttest Total Scores on the Leadership Ability Evaluation for Student Committee Officers by School

	Austin-East	Bearden	Rule
N	18	23	24
Mean (Pretest)	13.81	9.89	12.28
Mean (Posttest)	13.45	11.33	10.37
Mean (Difference)	-.36	1.44	-1.91
S.D. (Difference)	1.58	2.25	1.70
t*	-.95	3.08	-5.50

*t = ± 2.110, df = 17, level of significance = .05

t = ± 2.074, df = 22, level of significance = .05

t = ± 2.069, df = 23, level of significance = .05

based on the mean score, Bearden ranked second, and Austin-East ranked highest.

The composite picture for the students from the three Knoxville schools reveals that twenty of the sixty-five respondents obtained total scores indicating effective leadership. Thirty-nine of the sixty-five students scored lower than the mean for typical youth. These results indicate that a majority of the students are more effective leaders than typical youth. However, the percentage of students who obtained scores reflecting effective leadership varied considerably among the three schools. The Leadership Evaluation data indicate that objective 1 was not achieved completely since sixty-two percent of the students scored in the acceptable range on the four scales. The difference between the objective and the obtained percentage was relatively small.

Committee Evaluation Scale

Members of each Student Curriculum Study Committee responded to the Committee Evaluation Scale. The summary data and analysis for the three project schools are presented in Table 4. The scoring and analyses were performed for each sub-scale and the total scale. A neutral score for each sub-scale and the total scale is derived by assigning a value of three to each item and summing the values for the items in each sub-scale and the complete scale.

A comparison of the obtained sub-scale and total scale means with the corresponding neutral values revealed that all derived means for Austin-East students were greater than the neutral values. The t-test analysis for Austin-East students' scores indicated that all sub-scale and total scale means were positive to a statistically significant degree at the .05 level of significance.

The most positive attitude was expressed toward student committee member role, sub-scale 3. In order from largest to smallest t-test statistic, the other sub-scales are significance of problems considered (7), committee leadership (2), decision-making process (4), committee role (1), interaction of student committee members and adults (6), role of resource persons (5), and follow-up on recommendations (8).

All the sub-scale and total scale means for the Bearden students were positive as indicated by the obtained means exceeding

Table 4

Summary of Data and t-test Analysis by School for Students on the Committee Evaluation Scale

Sub-scale	Austin-East N=105			Bearden N=117			Rule N=135			
	Mean	S.D.	t*	Mean	S.D.	t*	Mean	S.D.	t*	$H_o : \mu$
1	28.12	3.67	19.86	25.60	4.25	11.70	29.03	3.51	26.59	21
2	28.89	3.67	22.01	27.56	3.01	23.56	29.47	3.76	26.18	21
3	48.93	3.31	40.09	44.49	5.78	15.89	50.72	5.04	33.90	36
4	28.10	3.54	20.54	25.90	3.40	15.58	29.19	2.79	34.10	21
5	30.02	4.71	13.09	28.45	5.76	8.36	33.83	4.93	23.18	24
6	19.67	2.47	19.35	18.84	2.93	14.15	20.56	2.45	71.28	15
7	16.50	1.98	23.25	15.06	2.45	13.49	17.06	1.91	30.76	12
8	29.25	4.19	12.84	26.09	3.91	5.79	28.70	5.32	10.25	24
Total	227.14	23.48	23.19	210.93	24.42	16.36	237.63	23.95	30.84	174

*t = ± 1.985, df = 104, level of significance = .05
t = ± 1.980, df = 118, level of significance = .05
t = ± 1.979, df = 134, level of significance = .05

the neutral values for sub-scales and the total scale. The obtained means for the sub-scales and total scale were statistically significant (.05 level) in a positive direction.

By far, the most positive attitude expressed by Bearden students was toward committee leadership (sub-scale 2). The other sub-scales were ordered by magnitude of the t-test statistic, from largest to smallest, as follows: student committee member role (3), decision-making process (4), interaction of student committee members and adults (6), significance of problems considered (7), committee role (1), role of resource persons (5), and follow-up on recommendations (8).

The means for Rule students were positive for all sub-scales and the total scale. The t-test comparisons of obtained means and neutral values revealed that all means achieved positive statistical significance (.05 level).

The t-test statistic of greatest magnitude for Rule students was on sub-scale 6, dealing with interaction of student committee members and adults. Ranked on magnitude of the t-test statistic, the other seven sub-scales are ordered as follows: decision-making process (4), student committee member role (3), significance of problems considered (7), committee role (1), committee leadership (2), role of resource persons (5), and follow-up on recommendations (8).

The composite results of the data analysis for the Committee Evaluation Scale indicate that success has been achieved in implementing the student curriculum study committee strategy in the project schools. The students in all schools appear to be pleased with the manner in which the committees have functioned in their schools. The only weakness that was detected in the 1971-72 evaluation, follow-up on committee recommendations, seems to have been corrected to a major extent during the 1972-73 school year. Specific efforts by school personnel to implement student recommended curriculum changes probably account in large measure for the change in students' perceptions of follow-up on recommendations. The results indicate that objective 2 was achieved during the 1972-73 school year.

Activity Evaluation

Selected curricular activities that were implemented in each school as a result of the work of the student curriculum committees were evaluated by participants using a set of semantic differential scales. Each set of seven pairs of bipolar adjectives was scored on a five-point scale. A neutral response has a value of three. The data and analyses are presented in tabular form.

The results of the evaluation of nine curricular activities at Austin-East are presented in Table 5. The distributions of responses of the 207 students revealed that all activities had a modal response value of five, the highest possible value. The mean response values ranged from 3.78 (English minicourse) to 4.88 (exchange program). Seven of the nine activities had mean values exceeding 4.00.

The t-test analysis of the mean response for each curricular activity of Austin-East revealed that statistically significant positive means were obtained in all cases. The computed t-test statistics ranged from 7.64 to 51.33. These results indicate that

Table 5

Summary of Activities Evaluation for Austin-East

Activity	No. of Respondents	No. of Responses	Distribution of Responses 1	2	3	4	5	Mean Response	S.D.	t*
Activity Program	25	172	1	10	9	40	112	4.47	.88	21.90
Black Studies Course	20	140	3	0	32	33	72	4.22	.94	15.36
English Minicourse	25	175	19	14	27	41	74	3.78	1.35	7.64
Exchange Program	26	179	2	0	0	13	164	4.88	.49	51.33
Field Trips	25	174	5	6	10	48	105	4.39	.95	19.30
Multi-Music Course	20	139	2	6	8	21	102	4.55	.89	20.53
Nature Trail Field Trip	21	147	2	1	7	14	123	4.73	.70	29.96
Science Lab Experiments	25	174	0	6	36	53	79	4.18	.88	17.69
VOE Move to Main Campus	20	140	0	7	15	39	79	4.36	.86	18.71

*t $< |1.980|$, df > 120, level of significance = .05

the students who participated in the new curricular activities had very positive attitudes about all of the activities.

Fourteen curricular activities at Bearden were evaluated by 335 participants. The results are contained in Table 6. Thirteen of the fourteen activities had a modal response of five. The mode was four for the only other activity. The mean response values for activities ranged from 3.99 (biology field trip) to 4.76 (consumer education--new elective). All means except one exceeded a value of 4.00.

The analysis of response means using the t-test showed that all Bearden curricular activities received statistically significant positive mean ratings. The t-test statistics ranged from 10.49 to 40.97. The ratings of all activities were very positive and highly consistent among the various activities.

The students at Rule evaluated nine curricular activities. The results for the 146 students who participated in the evaluation are presented in Table 7. The modal response for all activities was five. The mean values of the responses for each activity ranged from 3.54 to 4.97. Eight of the nine means exceeded 4.500, indicating highly positive student attitudes.

The t-test analysis revealed statistically significant positive means for all activities evaluated by the students. The range of values for the t-tests was from 4.76 to 118.18. The analysis of means showed that students felt highly favorable toward the special curricular activities which were implemented during the 1972-73 school year.

Table 6

Summary of Activities Evaluation for Bearden

Activity	No. of Respondents	No. of Responses	Distribution of Responses 1	2	3	4	5	Mean Response	S.D.	t*
Basic Study Skills Mini-course	22	152	1	9	25	41	76	4.03	1.21	10.49
Business Math - New Elective	23	157	4	10	38	50	55	3.90	1.03	10.95
Consumer Education - New Elective	19	132	0	0	5	22	105	4.76	.51	39.65
Biology Field Trip	25	175	1	4	32	97	41	3.99	.75	17.47
Exchange Program - Austin-East	26	182	2	13	27	49	91	4.18	1.00	15.85
Exchange Program - Minority Literature	25	175	0	0	7	49	119	4.64	.56	38.74
Exchange Program - Mythology	25	175	1	13	30	28	103	4.25	1.02	14.25
Exchange Program - Social Studies	26	180	1	0	4	40	135	4.71	.56	40.97
Field Trip to Gatlinburg	25	175	0	3	3	57	112	4.59	.62	34.10
Friendship Week	25	174	0	1	16	43	114	4.55	.68	30.07
German - New Elective	24	168	0	1	12	33	122	4.64	.64	33.21
Junior High Orientation	25	172	0	1	14	55	102	4.50	.67	29.36
Mythology All-Day Show	25	174	2	4	14	62	92	4.37	.82	22.04
Student Leadership Workshop	25	175	0	0	11	48	116	4.60	.60	35.28

*$t < 1.980$, $df > 120$, level of significance = .05

Table 7

Summary of Activities Evaluation for Rule

Activity	No. of Respondents	No. of Responses	Distribution of Responses 1	2	3	4	5	Mean Response	S.D.	t*
Business Committee Field Trip to Area School	16	111	0	0	5	20	86	4.73	.54	33.75
Business Law Field Trip to Criminal Court	14	79	2	0	2	11	64	4.65	.91	16.22
English Minicourse	25	175	30	17	25	34	69	3.54	1.50	4.76
French Class Field Trip	19	133	1	1	4	23	104	4.71	.63	31.30
Girls' Auto Mechanics Class	12	82	1	0	7	2	72	4.76	.71	22.45
Health Careers	8	56	0	0	0	2	54	4.96	.19	77.20
Home Economics-Electricity Vocational Minicourse	16	112	1	0	0	0	111	4.96	.38	54.59
Minicourse in American Government 12	21	139	1	0	1	11	126	4.88	.46	48.18
Modern Dance	15	104	0	0	0	3	101	4.97	.17	118.18

*$t = 2.005$, $df = 55$, level of significance = .05
$t = 1.993$, $df = 81$, level of significance = .05
$t = 1.983$, $df = 103$, 110, or 111, level of significance = .05
$t > |1.9801|$, $df > 120$, level of significance = .05

The students gave a statistically significant positive assessment of all curricular activities that were evaluated reflecting the accomplishment of objective 3. As a group, the students from Rule evaluated the activities at their school more favorably than either of the other groups. The students from Austin-East and Bearden were quite similar on their assessment of the activities. The reactions of students to the activities that were implemented as a result of student committee efforts offer significant evidence of the committees' effectiveness. It suggests that the committee members were perceptive of students' concerns and that school personnel were responsive to the identified concerns.

Model Evaluation

The Model Evaluation Form was administered the students who were committee officers in April, 1973. The Knoxville form was designed to provide information about respondents' perceptions of the effectiveness of the Knoxville component program model for student curriculum committees. The results of the model assessment by the students are presented in Table 8.

A neutral score, neither positive nor negative, on the Knoxville Model Evaluation Form has a value of 60 based on a neutral item response value of three for each of the twenty items. The possible score range is from 20 to 120. The obtained means for each school exceeded the neutral score for the form. The largest school mean, 81.42, was attained by the students at Rule. The smallest, 77.38, was attained by Austin-East students. The standard deviations varied little among the three groups of students, indicating similar degrees of agreement concerning the model among the student groups.

Table 8

Summary of Data and t-test Analysis for
Knoxville Students on the Model Evaluation Scale

	Austin-East	Bearden	Rule
N	21	27	24
Mean	77.38	79.74	81.42
S.D.	7.69	7.18	6.55
t*	10.36	13.47	16.02
$H_o : \mu$	60	60	60

*t = ± 2.086, df = 20, level of significance = .05
t = ± 2.069, df = 23, level of significance = .05
t = ± 2.056, df = 26, level of significance = .05

The t-test analysis of school means revealed that all means were highly positive to a statistically significant extent. The highest degree of significance was obtained by the students from Rule, followed by the Bearden students. The lowest t-test value was for Austin-East. The variability of means and size of the t-test statistics may be related to the extent to which students exercised critical judgements of the model or the degree of model implementation within individual schools. Students revealed significantly positive attitudes and perceptions concerning the component model. The results indicate that objective 4 was accomplished and that the model is regarded as a viable approach to increase student participation in curriculum planning and development.

CONCLUSIONS

The student curriculum committee strategy has been the primary emphasis of the Knoxville component program during the 1972-73 school year. The evaluation of the program included both the strategy specifically and the overall impact of the program as viewed by students. The primary participants in the evaluation were students who were members of the curriculum committees and students who participated in selected instructional activities. The information supplied by these groups provided the basis for the conclusions concerning the component program.

The data from the Committee Evaluation Scale and the Model Evaluation Form indicated that success has been achieved in implementing the student curriculum committee strategy as a mechanism for involving students in curriculum planning and development. The students expressed highly favorable attitudes toward the operational aspects of the committee strategy, committee functions, committee leaders, participation in school decision-making related to curricular matters, processes utilized for dealing with problems and alternative solutions, and interaction among committee members and between committee members and adults, and follow-up on recommendations.

The students' responses indicate that efforts have been made to improve the procedures for follow-up action on committee recommendations, a deficiency reflected in the 1971-72 evaluation. The steps taken should encourage students to maintain interest in the committee approach and confidence in its effectiveness as a means of involving them in curricular decisions. It may be desirable to devote some additional efforts to the development of leadership skills among committee officers. The results from the Leadership Ability Evaluation Form provide partial corroboration of the students' positive perceptions of committee leadership and indicate that the committee officers, as a group, compare very favorably to typical youth.

The Activity Evaluation Form provided evidence that students felt very positively toward the curricular activities that were implemented as a result of the work of student curriculum committees. Although the students responded to specific instructional activities, their attitudes provide an indirect measure of the impact of the committees in the schools. The attitudes of students toward the activities provide a basis for inferring that the curriculum committees are having a favorable impact in the project schools.

The composite results of the Knoxville component program evaluation represent a positive view of accomplishments during the 1972-73 school year. Students indicated that the program has had a positive impact through the involvement of students in curriculum planning and development. The refinement of the student curriculum committee strategy based on the evaluation findings of previous years has produced favorable results. As a result, the schools have become more responsive to student concerns and are utilizing students' energy and ideas in resolving curricular problems.